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ABSTRACT

This document is a report on the Higher Education Task Force on Improvement and Reform in American Education (HETFIRE). The convictions of HETFIRE, identified in the first chapter, include the beliefs that there must be significant change in the education system so that it becomes more responsive to the needs of individuals and that a critical aspect of this change is the preparation and retraining of educators. The document stresses the necessity of partnership in teacher education and conceptualizes the Personnel Development Center, defined simply as a place where educational personnel preparation and retraining happen. The remainder of the report focuses on six areas in which educational reform might occur, with a chapter devoted to each. The six areas are a) governance, b) management and operation, c) financing, d) staffing, e) curriculum, and f) dissemination of promising practices. The chapter on staffing distinguishes between core staff (a partnership of personnel from colleges, schools, and community service agencies) and adjunct staff. HETFIRE sees the Federal Government playing a crucial role in stimulating and initiating reform processes and then decreasing its involvement. A selected bibliography and camera-ready graphics are included. (JA)

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OBLIGATION

THE FINAL REPORT OF THE HIGHER EDUCATION TASK FORCE ON IMPROVEMENT AND REFORM IN AMERICAN EDUCATION

FOR REFORM

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ON IMPROVEMENT AND REFORM IN AMERICAN EDUCATION

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FOREWORD

This—the report of the Higher Education Task Force on Improvement and Reform in American Education (HETFIRE)—document is one of a long series of titles circulated by the American Association of Colleges for Teacher Education (AACTE) to encourage study and change in American education. This title is particularly revealing because of emerging partnership between the total educational community and the federal government. The HETFIRE report is one of five commissioned by the United States Office of Education (USOE) to study approaches to educational reform. The others are concerned with the same topic—educational improvement—as viewed by such groups as teachers, administrators, and laymen. The different reports will be similar in some ways, quite different in others. A study of all reports will provide a rich input of ideas and information.

Having been heavily involved in the development of the HETFIRE report to USOE, the AACTE is pleased to serve as publisher of a mass-distribution version for its institutional representatives. Initial distribution permitted study by participants at the Association's 26th Annual Meeting, and dissemination to the education community at large. Our expectation is that this distribution will stimulate widespread study, adaptation, and utilization of the concepts and proposals of the HETFIRE panel.

The HETFIRE panel was identified and appointed jointly by AACTE and USOE. Its task was to conceptualize the best thinking of the higher education teacher education community concerning the reform of American education. The HETFIRE chairman and author of this report was George W. Denemark, then AACTE president—and still dean. College of Education, University of Kentucky. AACTE Special Projects Director Joost Yff provided AACTE Headquarters Office liaison with HETFIRE and was co-author of the report. AACTE Editorial Assistant Diane Bartosh copy-edited the manuscript.

This report has the endorsement of the Board of Directors. The Association is committed to providing resources for disseminating the ideas and information of the HETFIRE report and the companion reports.

Acknowledgement is due the USOE staff which developed general guidelines and provided support for HETFIRE and related groups. Credit is particularly appropriate for Allen A. Schmieder, operations coordinator, National Center for the Improvement of Educational Systems (NCIES), during the lifespan of the study groups.

This AACTE publication includes visuals which can be used in producing slides and overhead transparencies. Hopefully, the illustrations will facilitate further consideration of this report.

Edward C. Pomeroy
Executive Director, AACTE
January 1974

PREFACE

Established in January 1972, the Higher Education Task Force on Improvement and Reform in American Education was an outgrowth of concerns registered by a number of college and university educators and an acknowledgment of those concerns by certain key U.S. Office of Education (USOE) officials. Initial USOE statements concerned with the establishment of teacher centers and the funding of renewal sites to improve and reform elementary and secondary education properly identified personnel training and development as a strategic element in the reform effort. Unfortunately, however, too little importance was attached to the role of colleges and universities in the process. College and university involvement in the renewal centers was at the early stage of federal planning, dependent largely upon a local school system's inclination to turn to them for help. While talk of "parity" was the order of the day, the designation and funding of renewal sites seemed destined to proceed with only faint encouragement by USOE-funded agencies to involve colleges and universities when and if needed. Questioned about this peripheral role for higher education, one USOE official indicated that the newly created National Institute of Education was a more appropriate vehicle for college and university involvement in educational improvement and that the thrust of the USOE renewal effort was to be school-based.

The failure to recognize the scope and significance of the training, service and research roles played by higher education in relation to elementary and secondary schools was disturbing to many college and university people, especially to those from teacher education units devoted principally to such efforts. This is not to suggest that all institutions had accepted adequately responsibility for educational improvement at every level, for in some instances education personnel development responsibilities had not been taken seriously by the colleges and universities, and teacher education remained a "stepchild," unwanted and neglected.

The issue for most of us was not whether all of higher education had met fully its obligations to other levels of the educational enterprise, but rather whether the tremendous potential of this segment of our educational system could be ignored in any serious effort to improve American education. Too much evidence could be recalled of previous abortive efforts to foster educational change without attention to the use and strengthening of existing institutions.

Committed to the need for improvement and reform of American education at every level, and convinced that meaningful change could not come about in

elementary and secondary education without parallel changes in higher education and without full access to the resources of colleges and universities, a major segment of the higher education community represented by the American Association of Colleges for Teacher Education registered its concerns to USOE officials. Recognizing the validity of such views, the Office of Education moved to join with AACTE in the appointment and support of a field task force representing the views of teacher educators from colleges and universities. Indeed, the importance of involvement was further reinforced by the creation of parallel task forces representing the basic studies in higher education, school administrators, teachers, state departments of education, and the community.

While each field task force was encouraged to focus on its own interests in this national effort at educational reform, the HETFIRE membership was fully committed from the outset to the principle of collaborative effort—of partnership in the task of improving education.

Such a partnership as that proposed in the report which follows demands new sensitivities, new commitments, new responses from each of the partners—schools, colleges and universities, communities, organized professionals, and governmental agencies. Each must approach this shared concern with willingness to admit possible earlier lapses and openness to a joint search for new ways of meeting the educational challenge confronting our nation. The report of the Task Force is intended to stimulate such reaction.

For those institutions or agencies unwilling or unable to meet the demands of such an effort, perhaps that realization will serve to concentrate the energy and the resources necessary for truly making a difference in the hands of those prepared to engage in such partnerships. We hope the report may accelerate spirited discussions of and bold encounters with the issues needing resolution in a common effort to achieve the promise of American education for all.

George W. Denemark
Lexington, Kentucky
October 1973

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CHAPTER 1 THE CONVICTIONS OF HETFIRE

We, the Higher Education Task Force on Improvement and Reform in American Education (HETFIRE), have made the following assertions and expressed certain convictions that are central to this report. These must be viewed as challenges to institutions that prepare and retrain education personnel. Most are considered essential to the process of educational reform. The members of the Task Force believe that this is a time of survival of the fittest. *We assert that teacher education institutions unable to accept these challenges—or incapable of implementing the strategies designed to meet them—should discontinue their efforts in educational reform.*

This Task Force asserts that:

1. There must be significant change in the education system so that it becomes more responsive to the needs of individuals.
2. The process of change must be accelerated reform.
3. A critical aspect in educational reform is the preparation and retraining of those who staff the education system.
4. The degree of responsiveness of personnel preparation and staff retraining needs in a reforming education system depend on significant change in the preparation and retraining of education personnel.
5. The improvement of education personnel preparation and retraining requires a cooperative concentration of efforts by those who have the common purpose of improving education through teacher education.
6. Cooperative efforts in teacher education are characterized by a partnership—the sharing of responsibilities.
7. Teacher educators must utilize their talents to examine and develop alternative modes of teacher training, such as competency-based teacher education, for which they and their clients may be held accountable in terms of product measurability deemed possible within the contexts of appropriate and relevant instruction.

THE NEED FOR REFORM

The increased intensity and diversity of the demands on education by various publics is a manifestation of the tremendous increase in the rate of change in all aspects of our lives. *The Task Force is convinced that we must continue to break the constraints on our education system—elementary, secondary, and post-*

secondary institutions—that historically have caused it to respond slowly to these changes.

The demands for reform come from various sources. They are not limited to a small number of radical or illiterate laymen nor to people whose professional interests lie outside of education. They are not limited to "the disadvantaged," "the disenfranchised," "the poor," a specific socioeconomic group or a social class. Nor is the call for reform heard only from people of specific racial and ethnic populations, from people of specific regions and locations, or from people of a specific educational attainment. The criticisms are so pervasive that the differences among people which often are viewed as significant societal influences cannot be used in this instance to sort out the critics of the education system. The demand for change, although pervasive, is a necessary but not a sufficient condition for reform. Our challenge is one of accelerating the responsiveness of the education system so that we can develop a capability not only to deal with current social needs, but also to anticipate emerging social problems.

We reject the notion that the process of natural *evolution* can be allowed simply to continue. This course will result in compounding the future task of improving education because accelerating social changes will leave the education system increasingly far behind.

We reject the idea that the education system can be improved by *repairing* and patching a bit here and a bit there. Such a course neglects the systemic whole and is ultimately counterproductive because scarce resources are diverted to short-term tinkering instead of being used to greater advantage in other ways.

We reject *revolution*, an alternative suggested by those who despair that the education system can ever be made to respond effectively. This process of change contradicts all that is known to be good about one of the most highly developed and effective education systems in the world. We have decided that from among several alternative courses of action (or inaction), only one is acceptable to us.

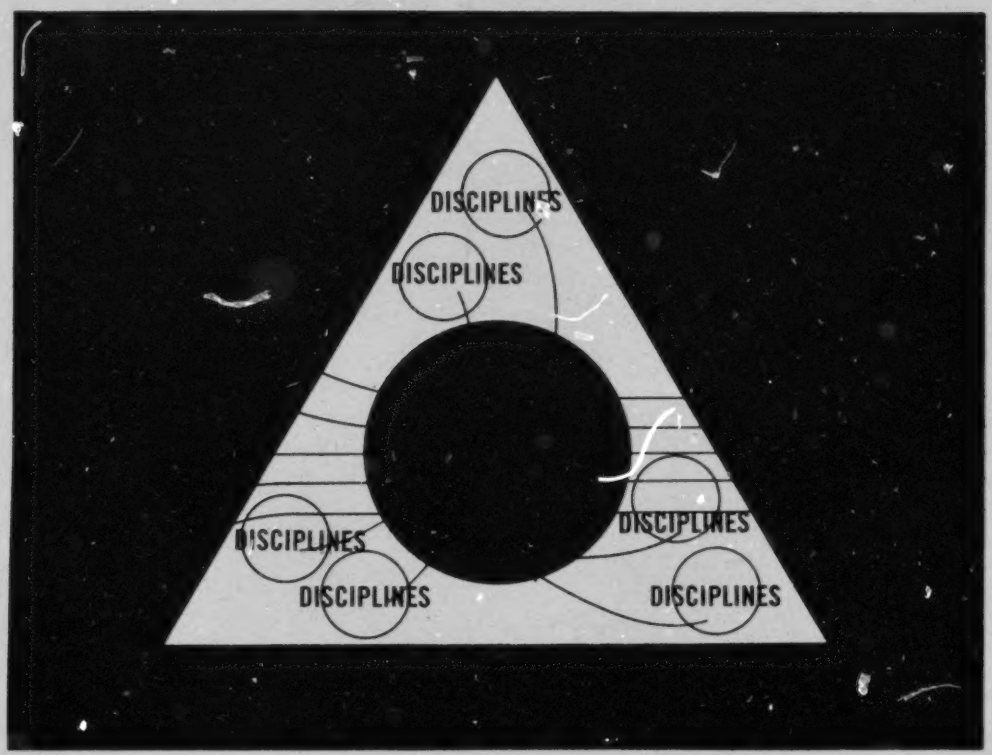
We, the Task Force, have chosen reform—a reform that cannot be as gradual and deliberate as some might prefer. Given the current sense of urgency for improving education, we must impose upon ourselves a mandate for *accelerated reform*—a reasoned and rational approach to improvement, but one that is compressed in time as all other social phenomena seem to be. We need to develop and maintain a delicate balance between caution and convulsiveness while achieving the appropriate levels of activity, control and relevance. In order to achieve these things, all concerned groups must help to remove the barriers to understanding and communication that exist between them and create a new partnership between people in the community, people who are students, people who act as teachers, people who administer the schools, people who are administrators in colleges and universities, faculty people in higher education, and people in government at local, state and federal levels. The partnership thus created will allow the optimization of the various contri-

butions that each individual and group can make to improving and reforming education.

THE CENTRALITY OF TEACHER EDUCATION

The Task Force believes that the improvement of teacher education is the essential ingredient in educational reform. Attempts at improving the education system will be most effective when they are focused on improving the *practice of education*, since it is this improvement that is central to educational reform. Preparation for and improvement of educational practice is the role of the teacher educator. It follows therefore that teacher education is a function of our education system that is central to educational reform.

Consistent with our commitments to cultural pluralism and to local autonomy, American higher education has developed historically through "natural evolution" rather than through the implementation of a grand scheme or master plan. Since the dissolution in the early 1900's of the American normal school—a structure that was clearly distinct from higher education and more directly responsive to the public schools—American teacher education has gradually evolved as a part of higher education. But teacher education's impact on educational reform has too often been diluted through the interventions of many people who, while not holding teacher education of major importance, main-



tain a considerable measure of control over its destiny.

The movement of teacher education out of the normal school and into multipurpose colleges and universities has, for the most part, been considered to be a constructive development. However, teacher education now must capitalize on this translocation to bring to bear the full resources of higher education on the improvement of both higher and public school education. The most direct channel for application of these resources to the improvement of public school education is through higher education's leadership role in the preparation and retraining of education personnel.

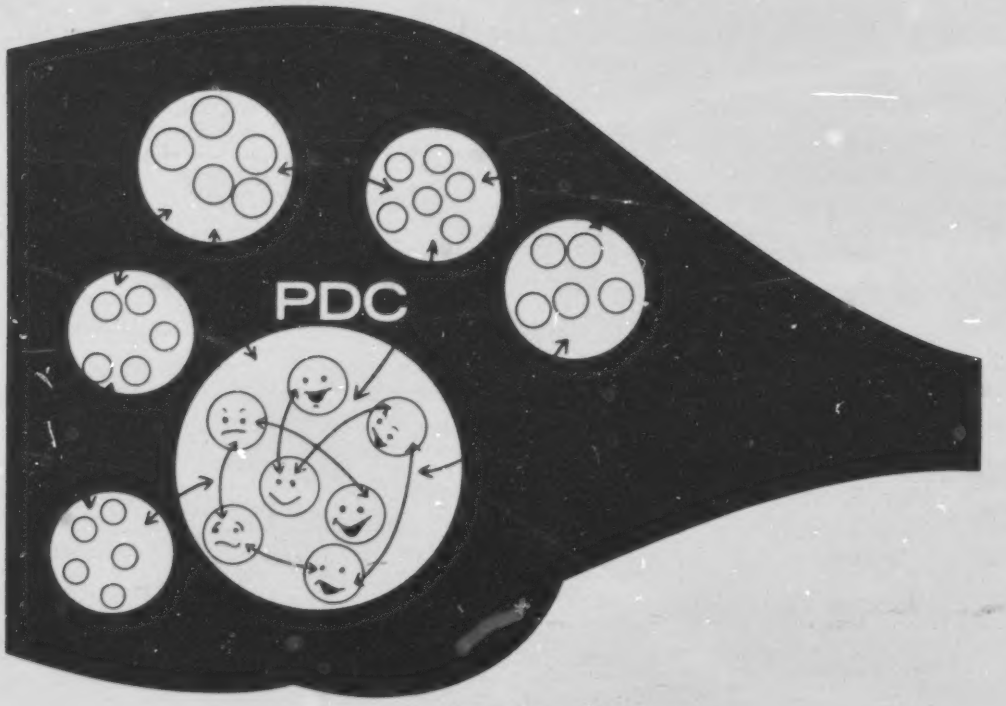
Whereas teacher education earlier enjoyed the full attention of its institutional parent, the normal school, teacher education now finds itself one of many groups, each clamoring for the care and attention of its new parent, the multipurpose college or university. Teacher education has become but one of the many important things that higher education is expected to do. As a consequence, it has also become one of the things that higher education can choose not to do or do with only token commitment. The nature of the environment in which contemporary teacher education operates is therefore critical to its effectiveness and survival.

Teacher education thus having become a part of higher education, stands in a unique linking position between the total higher education community and the schools. Teacher educators—those in higher education and those in public schools—have the special knowledge to translate education-related theory in practice by way of first-hand experience. Knowledge about social processes is transformed by teacher educators for delivery. Application and transmittal of the disciplines in practice is part of the professional educator's repertoire. Teacher educators serve to synthesize the many disciplines, too often maintained in discrete and isolated compartments by their respective academic "keepers." In these roles, teacher educators increasingly will be looked to by their higher education colleagues for assistance in improving the total higher education process.

People in higher education whose main professional task is the preparation and retraining of education personnel have developed a contemporary social consciousness and awareness. These teacher educators have become aware of the changing needs of a society collapsed in time and space, and are attempting to respond in new and different ways. The increased intensity of the demands for social responsiveness on the part of the schools is now happily causing others in higher education to express a willingness to try some of the ideas that teacher educators have been talking about and trying to implement for some time.

THE NECESSITY OF PARTNERSHIP

We, the Task Force, believe that partnership in teacher education, manifested in different ways in various activities, is the key element in educational reform through teacher education. We cannot continue to think of our education system



as something over which we have no control, which becomes more vigorous as a result of tentative proddings to stimulate change or more immovable as a result of bureaucracy and therefore to be done away with. Rather, we must begin to think of our education system as a complex social form, the behaviors which are the result of the reactive interrelationships of individuals and their decisions. Individuals are paramount, and what education does for and with larger society will be a result of decisions made by individuals interacting. If one accepts this thesis—that social action is a product of individuals interacting in groups—the degree to which education responds to social needs will depend largely on the extent to which individuals, working together cooperatively, are motivated toward a common good.

Whether working primarily as aspects of schools or of higher education, teacher educators must become more active not only in improving the practice of education at all levels, but also in involving more people with other education-relevant orientations in a new complex or partnership, so that the expertise of teacher education is brought to bear on the decisions made by all concerned. Teacher educators must take responsibility for seeing that the reactive interrelationships between individuals within all concerned groups, and the interaction among and between these groups, move in the direction of educational reform.

Conceived thus as a synergy of concerned individuals, the education sys-

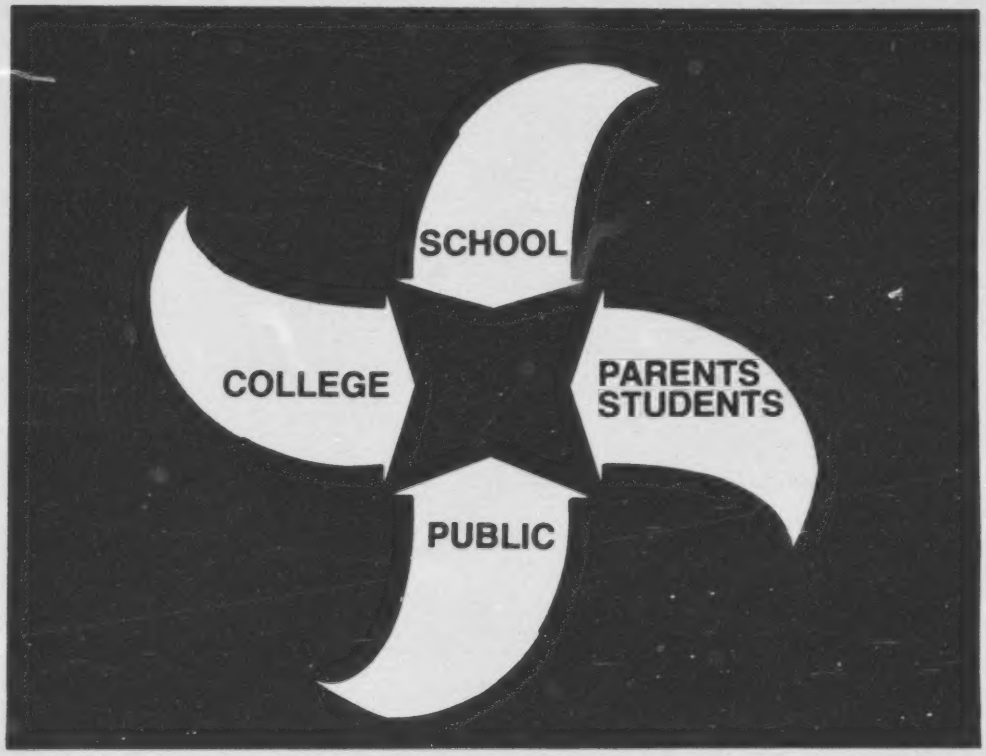
tem cannot be viewed in terms of "they" being expected to respond to "our" demands, or vice versa. Rather, education and teacher education are activities engaged in by many different kinds of individuals and groups of individuals in various ways at different times to reach a variety of specific short-range goals within a broad common purpose. Education, as a part of the larger social system, is a function that is most responsive and effective when it is the result of the symbiotic relationship of these various individuals and groups.

THE PERSONNEL DEVELOPMENT CENTER CONCEPT

We, the Task Force, have described in the following pages, how the partnership that we consider necessary for educational reform might occur in specific important areas of activity.

These areas of activity, to which the remainder of this report is addressed, are the following:

1. Governance,
2. Management and Operation,
3. Financing,
4. Staffing,
5. Curriculum, and
6. Dissemination of Promising Practices.



HETFIRE has treated each of the above areas in reference to a concept labeled for the purposes of this report as *Personnel Development Center*. The term is not offered as a definitive prescription, but as a relatively unhackneyed handle for what is, awkardly, "where education personnel preparation and retraining happens."* The term is used to avoid having to complicate unnecessarily the report through repeatedly making and qualifying statements about *place*. *A Personnel Development Center may be any place* or a combination of places. HETFIRE expects this definition to focus attention on *what* and *how* things are done in these places, and to avoid concentration on *where* those places are, which is considered to be relatively unimportant.

The need for this semantic device results from the fact that teacher education is the primary function of neither higher education nor of schools. The term *Personnel Development Center* is used as the label for that *complex of persons* who, although they each identify themselves as members of one or the other of these institutions, also identify teacher education as their primary (and common) *purpose*. Identity with a common purpose—educational reform through education personnel preparation and retraining—overrides identity with place.

*Other terms that are not used because of their special meanings resulting from extensive use in the educational literature are: training complex, educational renewal site, and teacher center.

CHAPTER 2 GOVERNANCE OF PERSONNEL DEVELOPMENT CENTERS

GOVERNANCE AS POLICY-MAKING

We, the Task Force, assert that governance is based upon the ethical position that new power relationships must be negotiated and installed. *Power* is then to be defined as shared responsibility.

We believe further that educational policy at whatever level must be based on the needs of the related community. Local assessment of educational needs should determine local educational policy just as the assessment of the educational needs of the nation should determine federal educational policy.

In order to deal with the concepts of governance, the Task Force differentiates between the functions of (a) determining what an enterprise should do, (b) deciding how best to do it, and (c) doing it. In making these distinctions, we do not intend that the individuals and groups of individuals performing these functions be mutually exclusive. For the purpose of this report, and as applied to the role of Personnel Development Centers in educational reform, determining what should be done is called *governance;* deciding how best to do it and doing it are called *management and operation.* This classification is based on the assumptions that *those who implement are accountable to those who make policy,* and that *policy-makers are accountable to the community being served.*

Governance is policy-making. Policy-making is goal-setting. Policy-making relative to education happens at federal, state, and school district levels as well as within institutions of higher education. Each level of policy-making, hopefully, is responsive to a particular community. In relation to educational policy made at the federal level, the community constitutes all of us. In relation to educational policy made at the state level, two additional levels of community are considered. One is that defined as the people to be served by a legally constituted school district. The other is that defined as the people to be served by a particular school.

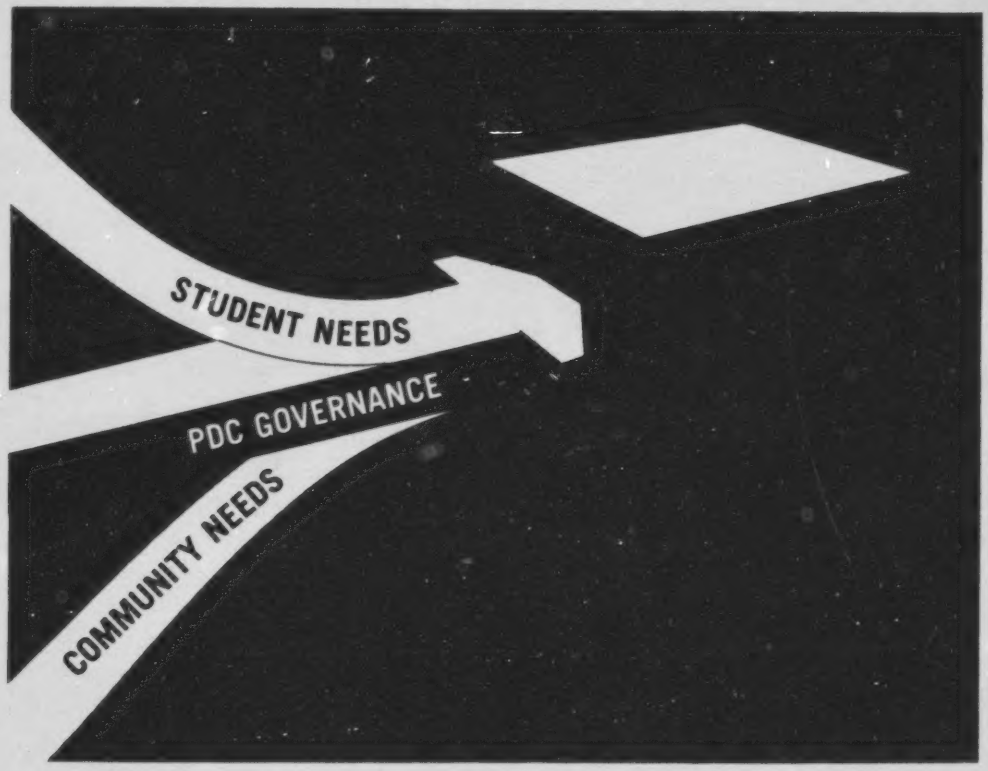
The requirement that schools become more responsive to local needs indicates that it must be the local needs that direct what the schools should do—that policy governing the decisions made and implemented in a school is made at the local level. This requires that policy made at levels increasingly more remote from learner and school (at district, state and federal levels) *must be the product of, rather than the prescription for,* local educational policy. This notion requires that policy-making "begins" at the local level, with policy made by more general publics being made to facilitate rather than to constrain the development and implementation of local policy.

CONDITIONS FOR SUCCESS

Policy-making aimed at educational reform allows individuals, institutions and all other concerned publics to be *cooperative*. Governance, as the highest level of cooperative human activity, in unenforceable. But governance is reinforced through cooperatively agreed-upon goals. Good policy-making—that leading to reform in the interest of learners—has the following prerequisites.

1. Those to be involved must have organized a policy-making body representing all of the constituencies to be affected. The Task Force has named this the Policy Board.
2. What should be done must be determined by all to be involved.
3. Decisions regarding criteria for determining the effectiveness of management and operation must involve all parties.
4. Commitments to shared responsibility in ongoing evaluation must have been established.
5. Agreements on qualification criteria must have been established for selecting and retraining those who will implement policy.

Policy-making must be viewed as an obligation necessary for (a) response to the needs of constituencies, (b) response to program development, (c) program



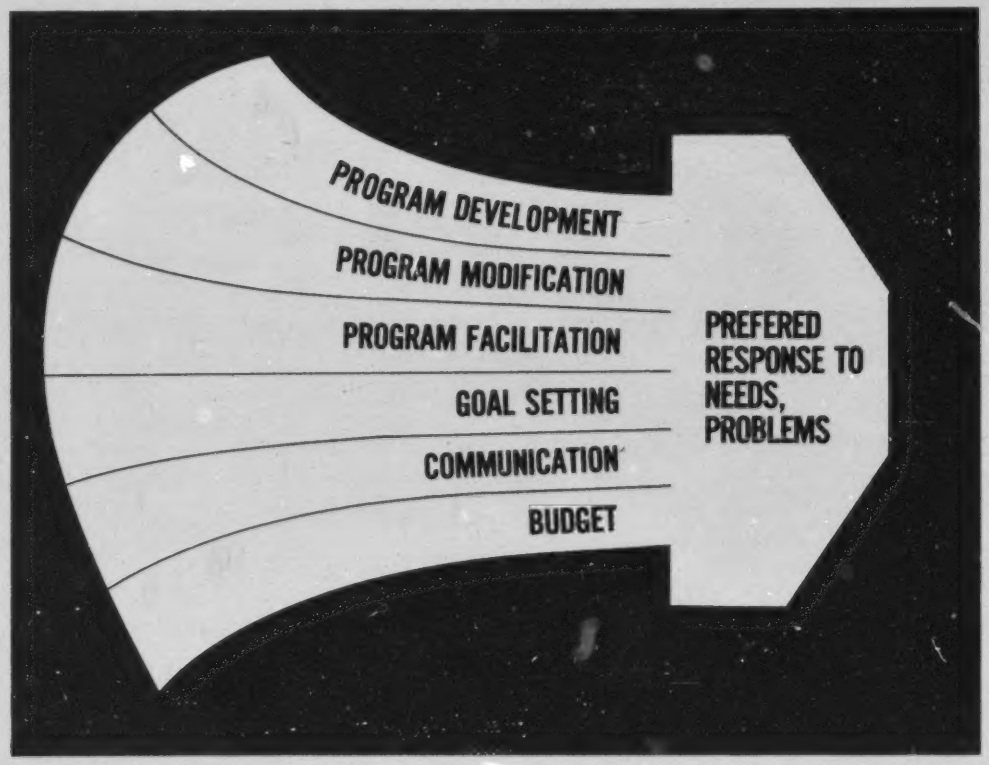
facilitation, (d) communications, (e) response to program modifications, (f) response to budgetary needs, and above all, (g) acceptance of the concepts of *cooperation in goal-setting and differentiated partnership in management and operation* of the program.

THE POLICY BOARD

In relation to governance of Personnel Development Centers, the Task Force believes that:

1. There must be clear evidence of commitment to the creation of policies by a Policy Board representing all publics in equal relationships;
2. The major function of the Policy Board must be that of establishing policy necessary for decision-making; and
3. Higher education, as one partner within the Policy Board, must provide technical leadership consistent with the tenet of support without domination.

If policy-making is goal-setting, then policy-making for a Personnel Development Center is deciding what the center should do. It is our position that policy made for a Personnel Development Center, or for a logical grouping of such

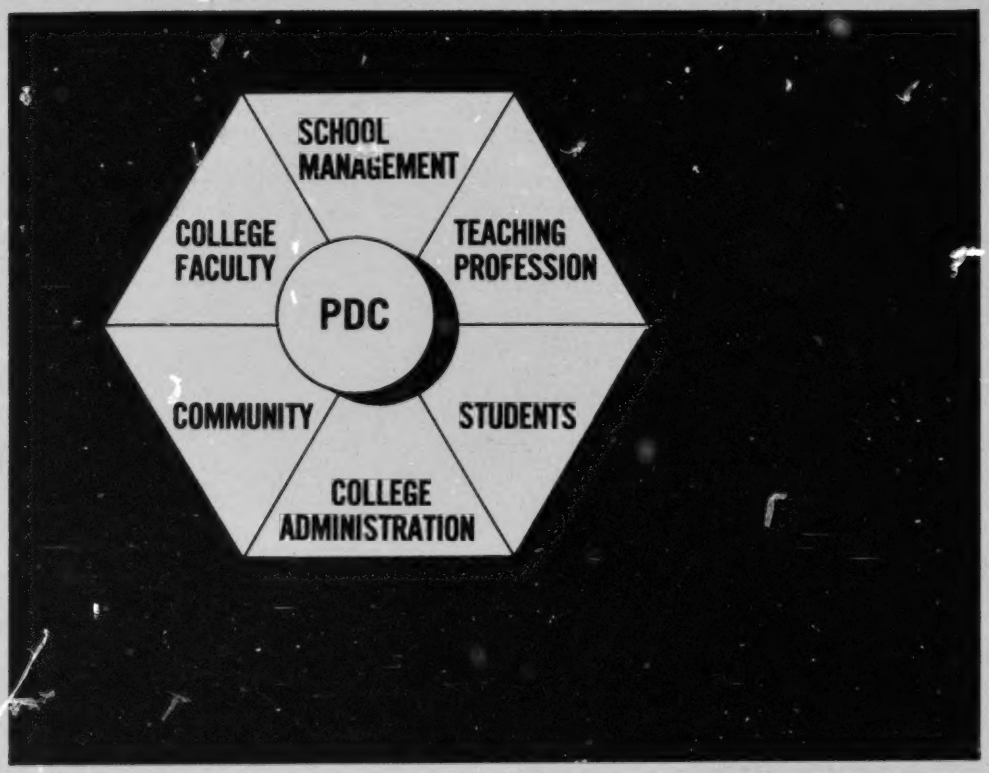


centers, should be made by a Policy Board composed of equal numbers of representatives from the following groups.

1. The students served by the Center (prospective and in-service education personnel).
2. The community(ies) served by the personnel employed in the Center.
3. The managers of the schools that are staffed by Center students.
4. Representatives of the organized teaching profession who are also staff members of schools served by the Center.
5. The administrators of the higher education institutions that are directly involved in the Center's activities.
6. The faculty of the higher education institutions that are directly involved in the Center's activities.

In addition, the Policy Board composition should allow for representation from the state department of education and from local government (the latter perhaps a member of the school board).

Those involved on an equal basis in local policy-making must recognize that management and operation as authorized by policy may call for different, non-equal levels of involvement of various groups comprising the Policy Board.



These differences would be dependent on the special competencies of the participating groups and on a recognition and acceptance of contributors as potentially useful. The levels of participation will be manifested in the reciprocal contributions and effects that are possible as a result of participation in the reform effort. Teacher educators and others in higher education, for example, should be expected not only to contribute significantly to the Center's efforts, but also to be changed as a consequence of that participation. Differentiating the degrees of involvement at the implementation level, as prescribed by policy, therefore would be evidence of a coalition of trust between partners who expect to assist one another in effecting educational change and who expect to be changed themselves. That coalition would be an expression of agreement that competencies should be shared in a process of inquiry about the needs particular to a school's or a district's community ("needs assessment") and should be followed by the design and implementation of programs to meet those educational needs.

The selection of representatives of the various groups to a Personnel Development Center Policy Board should be consistent with the following criteria.

1. Representatives must demonstrate the highest level of commitment to the reform concept and should demonstrate a willingness to participate and to share resources and authority.
2. Representatives must be willing to dedicate sufficient resources to achieve the necessary critical mass required to effect change.
3. Representatives must accept a long-range perspective, including an intention to continue participation and resource allocation after a possible phase-out of federal funds.
4. Representatives must have demonstrated experience, or be potentially significant contributors, from logical geographic and professional areas.
5. Representatives must have capabilities and expertise in dealing with the educational problems of special groups.
6. Representatives must be potentially useful in applying their skills to the needs assessment of the Center's service area.
7. Representatives must believe that rigorous evaluation is a necessary element in reform efforts.
8. Representatives must be adaptable to any unique criteria of a particular Center.

DIFFERENTIATED PARTNERSHIP

The members of the Task Force view partnership in relation to Personnel Development Centers as *equal* participation in policy-making and *differentiation* of degree of participation in management and operation. This formulation is basic to our intent to suggest a concentrated and comprehensive delivery mechanism for educational reform through education personnel development.

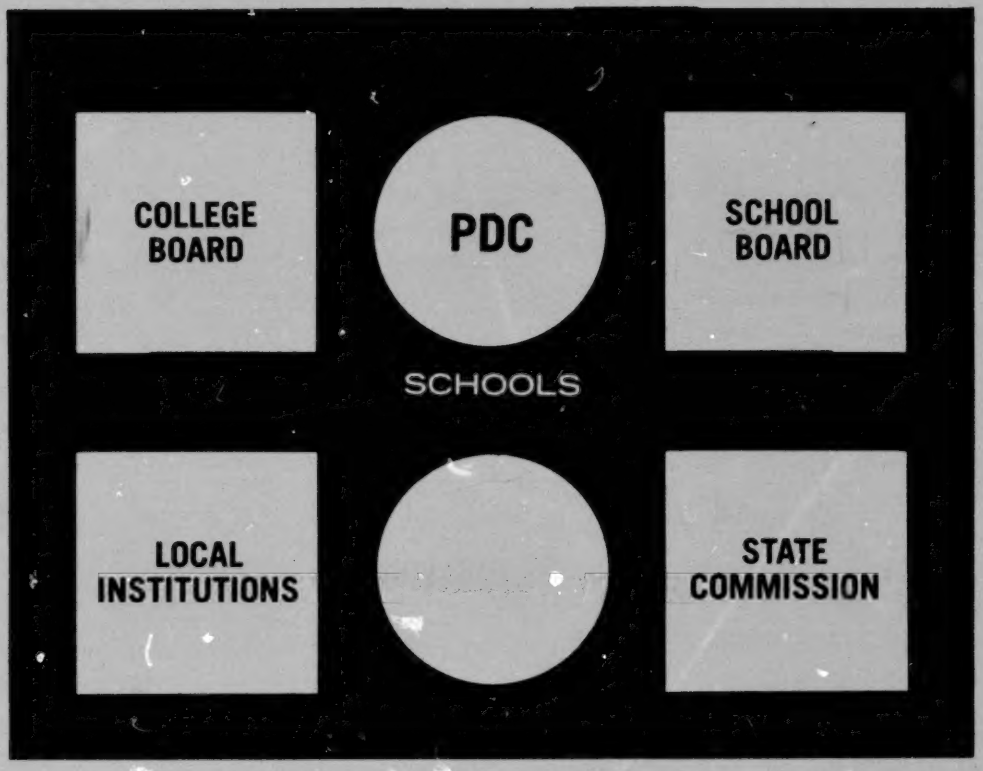
We urge that educational reform, through teacher education, incorporate existing, formally organized, functioning units, such as school boards and college trustees at the local level, and state councils for higher education or teacher education at the state level. Further, institutions and associations which, by virtue of their geographic proximity and accumulated knowledge of the local educational reality, should logically become participants in Policy Boards where their competence can be applied. The partnership arrangement should be flexible and variable, recognizing differences of constituencies. Participation might also vary in intensity from one Center to another. Such differentiated partnership recognizes that different problems and decisions might require a differing mix of competencies and would change through time. Although all constituencies should probably be represented at the state level, the mix at the local and Personnel Development Center level would be dependent on the needs and problems to be attacked.

Partnership does not imply identity of competencies and perspectives, but it does imply equality of opportunity and responsibility in contributing one's competencies and perspectives. The basic premise of a joint relationship is that educational problems cannot be attacked effectively by the isolated efforts of any one group. A truly effective attack obtains when it incorporates the different competencies of community, school and university people, and their different orientations toward curricular, instructional and teacher education problems.

The Task Force feels that it cannot stress enough the need for a Policy Board exclusively for governance of a Personnel Development Center. Colleges and universities comprising the higher education subsystem have governing bodies (boards of trustees and state commissions). Schools comprising the elementary and secondary education subsystem also have governing bodies (local advisory groups, school boards and state commissions). With adequate permeability, boards of trustees may be sensitive to the needs of the community they serve, and they can develop policy for higher education accordingly. Also, with adequate sensitivity, school boards can do likewise for their respective communities. However, since teacher education is the primary function of neither of these governing bodies, teacher education is governed too often by policy developed for other purposes. Therefore, the personnel preparation and retraining subsystem—the Personnel Development Center—needs a governing body or structure that develops policy centered on the goal orientations fundamental to teacher education.

IMPLICATIONS FOR HIGHER EDUCATION

Implementation of the Task Force's concept of governance implies that institutions of higher education will have to continue to maintain their stability while becoming not simply more permeable to, but also more active in seeking, information about the expectations of the schools and communities of their respective service areas. They must also translate this information into action pro-



grams. Once these programs are under way, institutions of higher education must continue to monitor their effectiveness and identify emerging needs.

Institutions of higher education must take leadership in developing a responsible and responsive governance structure and in maintaining its viability as a cooperative arrangement.

Internally, teacher education leaders in institutions of higher education must take the initiative in modifying the rules, regulations and practices of college management to accommodate the new governance structure. As a result, institutions of higher education will have to share, along with the schools, the burden of accountability for educational outcomes. This vulnerability is the price of relevance to pressing educational needs, but it is also the condition that will bring into sharper focus those institutions whose mission includes a real commitment to community service. This selective process will reduce the numbers of colleges and universities in the business of teacher education, and will allow the concentration of public teacher education funds in those centers that are actively working towards the improvement of education through teacher education.

The required changes within higher education, to more openly operate in collaboration with others in the interest of teacher education, will require deliberate planning of new relationships to energize existing resources in new

ways. The new planning and policy-making structures implied in the Task Force's concept of governance will cause higher education to find its own curricula emerging out of the context of the social fabric of the times. It will not be a static enterprise, however stable, but will move into the forefront in service to people, in terms of people's needs, responsible to the people, and self-acknowledged as part of the people. In this context, the traditional disciplines will enlighten and give direction to the applications of knowledge towards developing alternatives most meaningful in various situations.

CHAPTER 3 MANAGEMENT AND OPERATION OF PERSONNEL DEVELOPMENT CENTERS

A Process Orientation

Management and operation is conducted through differentiated partnership.* The policies authorizing this partnership are cast by the Policy Board so as to assure that those selected are the best qualified and trained to do the job. Just as we authorize others to implement policy in local, state and national governments (through the administrative branches of these governments), we hold accountable for and delegate management and operation of Personnel Development Centers to those in institutions of higher education and those in schools who are directly involved in the preparation and retraining of education personnel. These persons, to be responsive to the needs of society in their areas of expertise (those areas in which they are authorized to function by policy), must strive to be responsive to specific needs of the schools for which they would provide staff.**

The Task Force views management and operation of teacher education in terms of five main processes:

1. Interpretation of policy in consultation with the Policy Board,
2. Translation of policy into programs,
3. Distribution of resources,
4. Implementation of programs, and
5. Monitoring and adjusting.

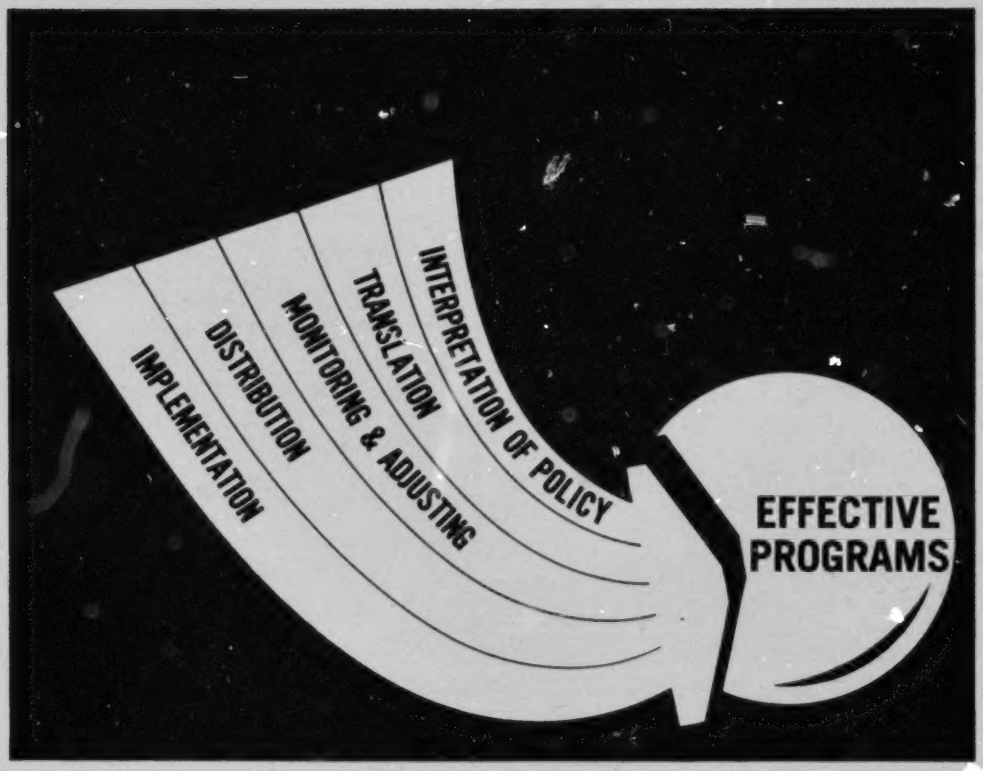
Another way of looking at the management/operation function is to view it as effecting, in a cyclical pattern, the activities of planning, implementing, evaluating and revising.

ORGANIZATION OF PERSONNEL DEVELOPMENT CENTERS

As prescribed in the preceding chapter on governance, and as treated also in the chapter on staffing that follows, the Personnel Development Center staff is directly accountable to the Policy Board. How the Center staff is arranged to

*An explanation of the Task Force's concepts of *differentiated partnership* in management and operation and *equal representation* in policy-making appears in Chapter II.

**The term "management" is often applied to instructional processes in the sense that teachers are managers of learning resources or managers of the instructional environment. The Task Force uses this term in relation to the planning, implementing, evaluating and revising of the totality of Personnel Development Center activities, including that of instruction. The activities of the Center include both the improvement of the practice of education as manifested in instruction *and* as manifested in administration.



accomplish tasks is manifested in the organization of the Center.

We urge recognition of the notion that, although educational policy-making happens at many levels (federal, state, district, local), what is done to and for learners (children in schools or teacher-students in Personnel Development Centers) *is always done at the interface between the learner and the system—at the local level.* The Task Force believes that, in order to permit a true partnership approach to management and operation, the management model that now exists in most schools and districts will need to be altered significantly. Also, no one management model can be prescribed that will fit all situations.

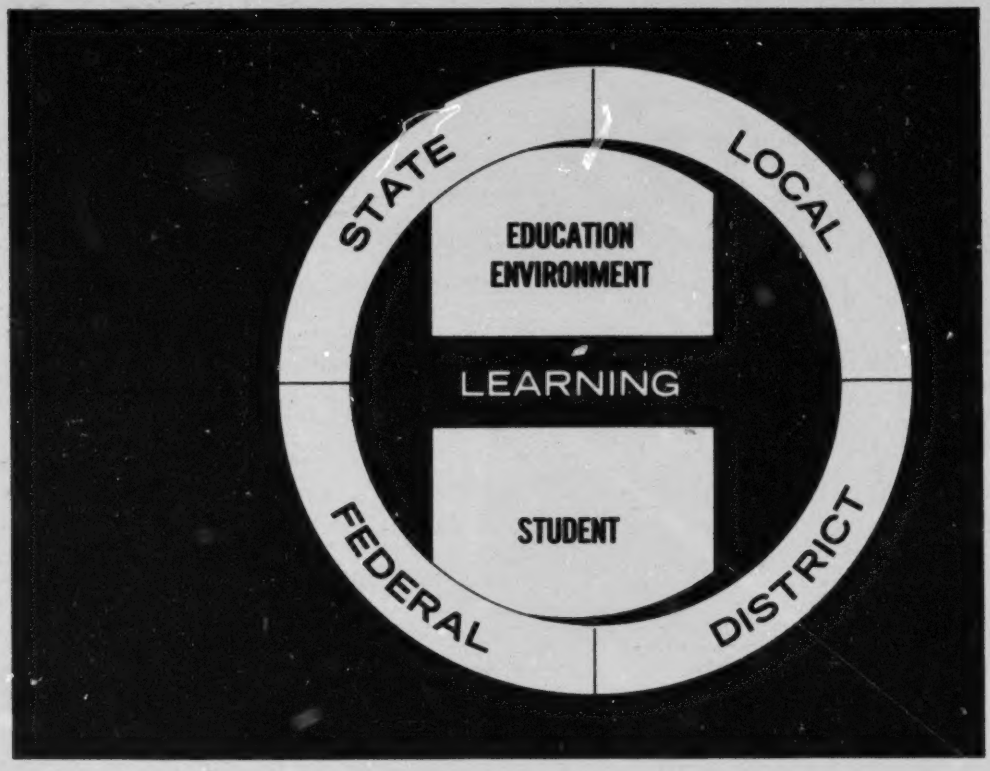
Assuming that the principle of local involvement with local partnership is accepted, it follows that management and operation should be vested in groups as close to the local situation as possible. In some areas, this may best be accomplished through a state coordinating board made up of representatives of all partners, but with lines leading directly to local boards representing schools or districts served by Personnel Development Centers. In other areas, this may be a consortium of institutions of higher education joined with communities and schools on a regional basis. In yet other areas, it may be best to have one institution of higher education which possesses the necessary faculty, staff, and other resources to join with a community and a school district in the establishment of a Personnel Development Center. This might be true especially in densely populated areas.

The Task Force presents the following model not because it is the best or only one that could be adopted, but because it points up some of the kinds of problems that we believe must be solved in the launching of any Personnel Development Center.

A One University/One District Model. A Policy Board is imperative. Among the functions of this Board are the development of objectives and policies, the monitoring of financial conditions and the commitment of resources to reach the objectives. In addition, this Policy Board has the authority to act as fiscal agent for the Personnel Development Center. The Policy Board has the kind of delegated authority that will make it directly responsible to funding sources.

Because a critical function of the Policy Board is goal-setting, it is composed of the appropriate personnel to accomplish this task. Because of the varying composition of the Policy Board, it is important to avoid isolating these representatives from their constituencies. It is particularly important that the members of the Board be drawn from positions of authority or recognized leadership in their respective groups or organizations.

Since the effectiveness of any educational improvement process will be determined largely at the individual school level, each school that is identified as participating in the Personnel Development Center has its own local advisory group. The members of the local advisory group are representative of the fol-



lowing: school administration, teachers' organization, parents who have children attending *that* school and the community at large. The local adivsory group is responsible for liaison between the school and the community and the Personnel Development Center Policy Board. If all the members of the local advisory group are truly representative, and if they are all involved in a real decision-making process, then an atmosphere will be created within which the pupil becomes the true focus of all efforts not only of the teachers and staff of the school but of the university and community as well. The local advisory group acts as the advocate for the rights and privileges of the learners.

Planning And Evaluation In Personnel Development Centers

We, the Task Force, feel that there are a number of conditions that must be met in order to provide for effective planning and evaluation in Personnel Development Centers. These conditions follow.

1. In keeping with the cyclical pattern of planning, implementing, evaluating and revising, the entire sequence must be continuous.
2. Resources must be allocated to make the planning, evaluating, and revising elements of the cycle as much a part of regular activities as the implementing element.
3. Planning and evaluating procedures must reflect the needs of learners, both in relation to particular local school and community settings and in terms of the broader universal concerns of the teaching profession articulated by national organizations devoted to the preparation of teachers and the improvement of teaching.
4. Provision must be made for the active involvement of Personnel Development Center staff in planning and evaluating activities as a regular part of their professional responsibilities.
5. Students preparing for various roles in education must be regularly involved—from early preservice (undergraduate or nondegree) through graduate study—in the planning and evaluating of Personnel Development Center activities.
6. Public school personnel must assume a significant role in planning and evaluating Personnel Development Center programs.
7. People from the community(ies) whose schools are served by the Personnel Development Center must be closely involved in the evaluation of the overall success of programs. This involvement is effected through community participation in local advisory groups and through community representation on the Personnel Development Center Policy Board.
8. State government personnel, in meeting their legal mandates related to licensing and approval of education personnel programs within the state, must be available to advise and assist in planning and evaluating Personnel Development Center programs.

9. State government personnel, in arriving at state-level regulations pertaining to licensure and program approval, must provide for appropriate continuing advisement from local groups such as Policy Boards concerned directly with education personnel preparation and retraining within the state.
10. Federal government personnel concerned with education personnel should assume a facilitating role in planning and evaluating Personnel Development Centers and their programs.

We view the planning activity as defining how best to conduct the Personnel Development Center to reach the goals set as policy. Planning of new ventures is at first a best guess, hopefully based on gleaning what there is to be learned from the experiences of others. Later, it is adjustment (successive approximation), on a continuing basis, of processes to reach goals better as determined by information about how well things are going.

This continuing evaluation, or monitoring, of ongoing programs is different than needs assessment. Both needs assessment and evaluation are continuous, but they are performed by different mixes of people for different specific reasons within the common purpose of educational reform. Needs assessment provides information for policy-making; evaluation of program effectiveness provides information for continuous planning.

The Policy Board develops goals on the basis of local needs assessment. The process of assessing local needs requires special expertise. The Policy Board solicits, for the purpose of developing policy, the assistance of specialists from various social and scientific fields to determine what is most important for the Personnel Development Center to do. With this advice the Policy Board, being a representative body of all concerned, develops its charge to the Personnel Development Center through policy statements.

Those persons who ought to have an impact on planning and evaluation for Personnel Development Center activities are: (a) teacher educators in higher education, (b) teacher educators in schools, (c) school administrators, (d) community members, (e) state government administrators, (f) teacher-students and (g) those in various disciplines in higher education. In keeping with the notion of differentiated partnership in the management and operation of Personnel Development Centers, the people involved in each kind of task may vary. Our conception of the relationships between tasks, involvement and task outcomes is depicted in the table on the following page.

Planning and evaluation are essential to success but are the activities most likely to be shunted aside because of the perceived immediacy of implementation problems, unless specific provision is made for these activities. A predetermined proportion of the total Center budget should be devoted to planning and evaluation. Provision should also be made for the employment of outside agencies or firms that can provide independent, disinterested, periodic evaluations. All groups that may be concerned with planning and evaluation must be responsible directly to the Policy Board.

TASKS, INVOLVEMENT AND TASK OUTCOMES IN
NEEDS ASSESSMENT, PLANNING AND EVALUATION

TASK	INVOLVEMENT	OUTCOMES
1. Assess local needs at level to which Personnel Development Center applies	Group commissioned by Policy Board composed of education personnel (administrators, teachers), community members, school pupils, specialists and local advisory board members	Operational statements of what the schools are expected to supply in learning outcomes, community services, etc.
2. Translate needs into educational policy for the school district(s) served by the Personnel Development Center	District board(s) of education	Goals and priorities (policy) for the school district(s)
3. Design school programs to meet local needs	Education personnel in charge of programs, state department of education personnel, specialists from higher education	School program designs including evaluation and feedback mechanisms
4. Translate goals and priorities of school district(s) into policy for Personnel Development Center	Personnel Development Center's Policy Board	Goals and priorities (policy) for the Personnel Development Center
5. Design Personnel Development Center activities to produce and retrain personnel and teacher educators to implement school programs	Personnel Development Center's staff—specialists from higher education, school personnel, specialists from the community, state department of education persons, teacher-students	Personnel Development Center program designs including evaluation and feedback mechanisms
6. Determine adequacy of Personnel Development Center programs and apply evaluation results to program revision	Personnel Development Center's staff in cooperation with its Policy Board	Continually improving Personnel Development Center programs for education personnel preparation and retraining

Implications For Higher Education

Involvement in the five processes of management and operation identified earlier *(interpretation of policy, translation of policy, resource distribution, program implementation* and *monitoring)* place higher education squarely in the public view of schooling and teacher education. Especially in the areas of planning and of evaluation, higher education must be willing to give up some of its traditionally held autonomy and to remove the barriers that have insulated it from the real problems of the schools. This new openness in partnership with schools and community people, as well as between factions within higher education, will require the transfer of higher education's traditional reward mechanisms to those that deal with public service through educational reform.

CHAPTER 4 STAFFING OF PERSONNEL DEVELOPMENT CENTERS

Introduction

Using the construct, Personnel Development Center, as an organizer, the Task Force has described its notions of the governance, management and operation of educational reform through teacher education. Staffing, treated in this chapter, further develops the Task Force's notion of a new, diversified role for and definition of teacher educators that will enhance teacher education as a system.

We believe that the staffing of educational reform activities must recognize and capitalize on the broadest range of individual abilities. These abilities must become part of the human reservoir available to all learners, and these abilities are to be communicated through differentiated staff roles.

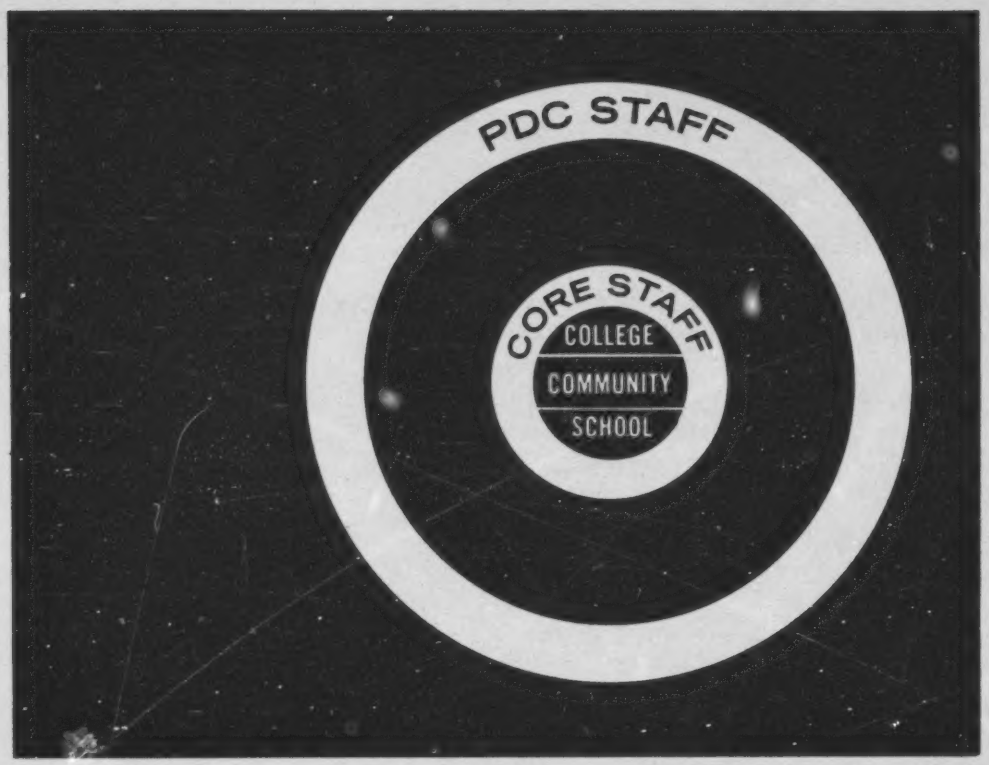
The definition of Personnel Development Center indicates that it can be anyplace—a school building, a campus, an urban center, an Indian reservation. We are using the term to denote the kind of place(s) where concerned individuals work together in the interest of improving education through education personnel preparation and retraining. The Personnel Development Center is a mechanism for drawing upon the resources of all agencies cooperating in the improvement of education.

Those who cooperate in the Center are (a) school personnel (instructional, administrative), (b) university personnel (instructional, administrative), (c) parents, (d) business and industry people (owners, managers, technicians, workers), (e) people in community service agencies, civic groups, and human services occupations, (f) members of professional associations, and (g) students.

The Personnel Development Center facilitates change through the delivery of services needed by education personnel to improve their effectiveness in solving teaching-learning problems. Close ties between this continuing education and preparatory programs are achieved because both initial preparation and continuing education occur in the Center.

We assert that there are six conditions for the success of Personnel Development Centers that relate directly to staffing. Effective Personnel Development Centers must have:

1. Enthusiastic principals in Center-related schools who have the support of their central administration;
2. Dedicated parent organizations in the Center service area;
3. Teachers and teacher organizations that see real merit in the Center concept and are willing to try it as a new approach to improvement;



4. Cooperating colleges and universities that have the strength and resources to enter into the undertaking as full partners with the administrator, teacher and parent groups;
5. A team of competent individuals comprising the core staff of the Center; and
6. A talent pool composed of a large number of persons with a variety of backgrounds and interests, each of whom is committed to the Center's purpose.

The following pages deal primarily with items 5 and 6 above—the *core staff* and the *talent pool* (adjunct staff) that together make up the staff of a Personnel Development Center.

THE CORE STAFF

Those who manage and operate the Personnel Development Center are labeled *core staff* to differentiate this group from the entire complex of persons working in and with the Center. The core staff is relatively small in number as compared with all who cooperate in the Center. In terms of accountability, it is the core staff that is directly responsible to the Policy Board for Center management and operation.

The core staff is a partnership of personnel from colleges, schools, and community service agencies. Members of the core staff spend a substantial portion of their time in the Center environment. They may be salaried by their respective institutions (community, school, college) or by the Center itself, depending on fiscal arrangements. Deployment of core staff should rely heavily on the use of dual assignments—between Center and college, Center and school, Center and community agency, etc.

The roles of teacher educators comprising the core staff are characterized by creative leadership, cooperation, direct interaction with elementary and secondary students, and application of educational theory and research to local problems.

Regardless of their specific assignments in the Center, the members of the core staff will have continuing relationships with public schools, even if a school or schools do not become an integral part of the Center.

Personnel employed by the college or university who will be participating in the Center generally will have had earlier successful experience in public schools. As Center programs for preparing new college-level professional personnel are developed, such individuals will be recruited primarily from among public school teachers and supervisors, with their continuing preparation through the doctoral degree closely integrated with experience, research and study in the Center environment. College level personnel, upon initial completion of their preparation and assignment to the responsibilities of teacher education, will devote an appreciable portion of their time to field activities, continuously applying the relationships between theory and practice in instruction of new education personnel.

At various times, members of the core staff will be found to operate in different subgroups for certain specific purposes. Some or all core staff members should comprise a curriculum development group that identifies and translates Center goals into educational experiences for its clientele. A management evaluation group would attempt to further improve the mechanics of running the Center. A specific combination of core staff members would make up an instructional evaluation group to monitor and develop recommendations relative to instructional effectiveness.

The logistics of utilizing as effectively as possible the variety of people comprising the Center's talent pool (part-time, volunteers, specialists) would be one of the core staff's responsibilities as would the maintenance of public relations with the surrounding service area. The development and maintenance of communications to share new knowledge with other Centers, colleges and school systems is a core staff function as well.

THE ADJUNCT STAFF

The larger portion of the Center staff, labelled here the *adjunct staff*, is at any one time a composite of people from the talent pool in the Center service area that represents the particular instructional needs of the Center at that time.

People from the talent pool bring their special expertise and understanding to cooperate in the educational enterprise. This ever-changing and dynamic coalition of people provides the Center with a sbustantive vitality and social relevance that draws from the special knowledge and variety of human experiences so that these are a part of the ongoing learning environment. People with unique qualities to contribute to the preparation of teachers should be available in the talent pool. Academic background is not a criterion of selection in this arrangement and reimbursement should be provided. In this training pattern the college personnel will not be doing all the teaching. As needs emerge, the teacher or teaching team for a particular segment may be drawn from any one of the concerned groups. Some examples of how the adjunct staff may be used follow.

1. People from community service agencies bring their insights of special learning and emotional needs of particular subgroups of children, assist in planning for and teaching these youngsters, and act as sensors in the community to determine the effectiveness of Center activities to address these problems. The active involvement of community people from various neighborhoods assures that the Center remains permeable and a part of the community for which it provides education personnel.
2. Groups of, or individual, specialists in psychiatry, medicine, nutrition, and psychological measurement analyze and diagnose special learning problems for two main purposes—assisting the further development of children, and increasing the relevance of education personnel preparation and retraining curricula to include consideration of these factors in what education personnel do to and for children.
3. Management and technical specialists from local business and industry cooperate with the Center to assist in improving the management aspects of running the Center, in improving curriculum for children in areas such as career education, and in training teacher-students and in-service teachers in such areas as industrial arts, vocational education, social studies, business, finance, and accounting.
4. Experts in communication fields work with educational technology specialists to improve support systems for live instruction of children and teachers and the training of education personnel in the use of educational technology in instruction.

STAFF SELECTION

The Task Force believes that the Center's Policy Board must establish the criteria for selection of core staff. The person selected by the Board to act as Center director is responsible for applying these criteria to staff selection. Building and maintaining the Center's talent pool is a core staff function guided by the goals and priorities established by the Policy Board.

In selecting core staff members, consideration must be given to previous successful experience in teaching at public school levels that are appropriate to the assignment in the Center. Core staff members, and those preparing for various education roles, should be recruited from a wide range of cultural and individual backgrounds and qualities. Teacher educators should be chosen for their ability to relate with children and young adults preparing for education assignments, as well as for their appropriate experience and academic history.

We view staff selection not only as a process of screening those who are to become part of the talent pool, but also as a professional service to individuals in making appropriate career decisions. Screening procedures should assess individual strengths and weakmesses, aptitudes, unique qualifications and abilities to contribute in constructive ways. Screening must take into account real life experience, equivalencies and mid-career stages that are not all determined by degrees earned.

Staff selection is the most direct means for implementing the intent of the Center's policy and will, to a large extent, determine the likelihood of the Center's effectiveness in educational reform through teacher education.

IMPLICATIONS FOR HIGHER EDUCATION

The ever-changing and dynamic complex of persons cooperating in the Center does not allow description in the simplistic administrator/teacher terms often applicable to school staffing. Since administrative functions in the Center exist only to facilitate the development and maintenance of learning environments, there is no definable, separate group of persons that may be identified as "the administrators," and another, discrete group, "the teachers." Also, the Center is as much a learning setting for the Center staff as it is an environment for learning by students, teachers, administrators and teacher educators.

The Personnel Development Center staff arrangement would require most professional courses, seminars and other experiences to be given in the Center. Traditional prerequisites for teaching courses for college credit would need to be modified, and the conditions under which the courses are completed would vary widely depending upon the obligations and purposes of the Center. Some of the university personnel in the Center may be doctoral students; the training of the teachers of teachers and other specialized personnel at the advanced degree level would be integrated into the Center's activities.

In this setting, the new, diversified role of teacher educators and schools and colleges of education will enhance the role of teacher education as a system. Teacher education becomes a total resource in the Personnel Development Center. The vitality of teacher education is expressed in terms of skills ascribed as unique to the teacher educator, including pedagogy, communication techniques, analysis of behaviors and diagnosis. The teacher educator becomes the organizing center and catalyst for developing the educational activities of all individuals in the Center.

CHAPTER 5 CURRICULUM IN EDUCATION PERSONNEL DEVELOPMENT

CURRICULUM AS PROCESS

The day when teachers are trained by higher education alone is past. The time when public schools attempt this job alone should never come. Teacher education and educational reform are tasks in which both have a part.

We, the Task Force, believe that the condition of being able to be accountable is the test of the success of educational reform. Developing educational accountability begins with the ability to diagnose learner needs and potential. On the basis of this information, action strategies are designed, and their implementation leads to outcomes that are visible and measurable.

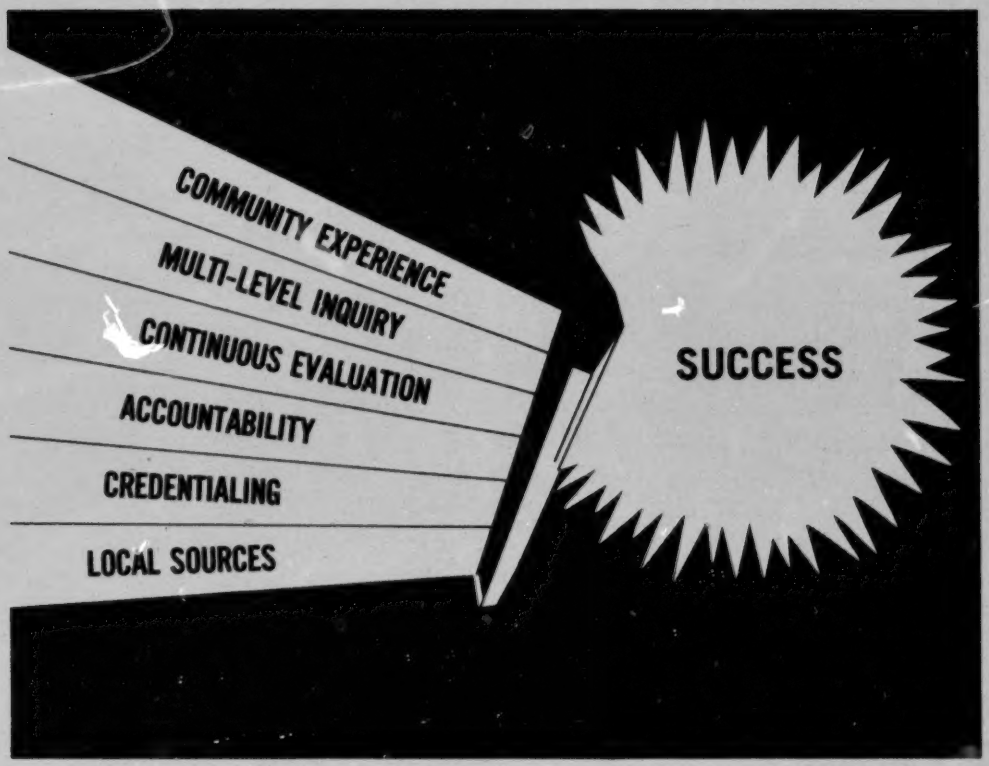
We believe that curriculum in education personnel development is the process leading to accountability through educational reform; its life is contained within the goals and priorities determined by policy, and within the strategies used to attain these goals.

Relating these beliefs to our Personnel Development Center, the process of developing curriculum for teachers, administrators and teacher educators has two main ingredients: (a) goal and priority setting—a responsibility of the Center's Policy Board, and (b) curriculum structuring—a technical job that is the responsibility of the core staff.

CONDITIONS FOR SUCCESS

We have identified five conditions for the success of Personnel Development Centers that relate directly to curriculum. The development and application of instructional experiences in personnel preparation and retraining for educational reform are the instruments through which professionals function in a partnership arrangement to:

1. Communicate experiences, knowledge and skills regarding human behavior and learning within the realities of contemporary society;
2. Provide avenues for inquiry and entry at all levels of the professional continuum;
3. Guarantee flexibility and responsiveness of curriculum to needs through continuing self-evaluation and modification;
4. Specify commitment to clinical, field and performance-based, and accountability-oriented credentialing; and
5. Determine the sources of curriculum within the relationships established by the Policy Board.



This formulation indicates that higher education has a unique role in education personnel development that is inherent in the legacy of its disciplines. These disciplines must be directed toward technical leadership in the Center environment—thereby becoming linking, facilitating and in no way superordinate.

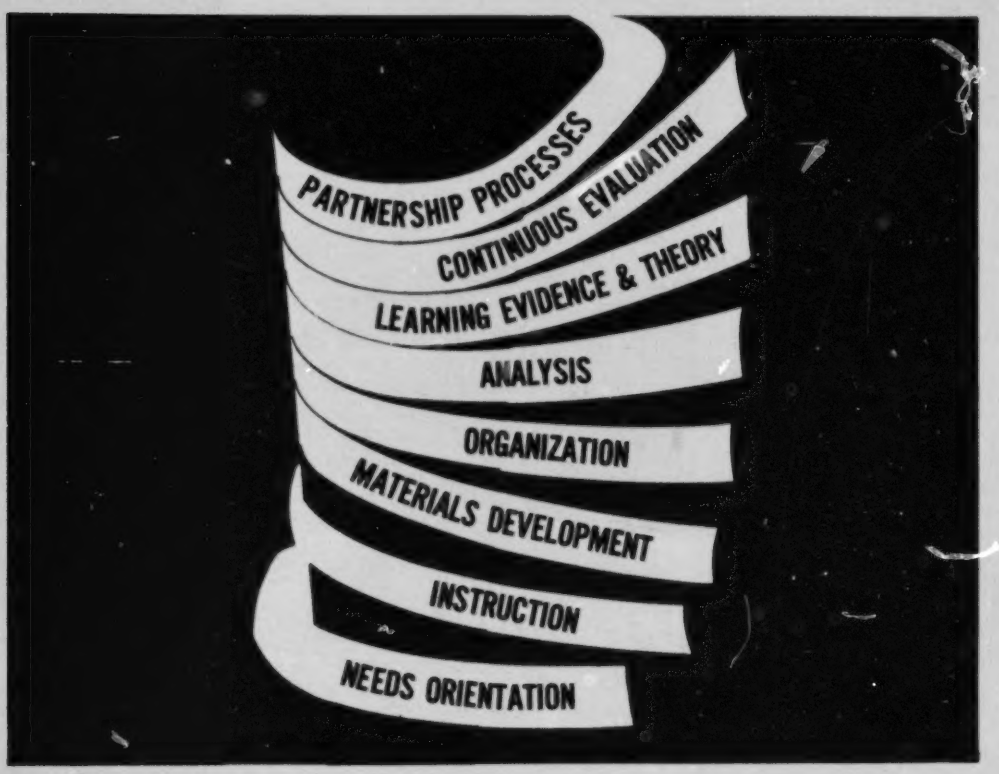
Those members of the Center's core staff that come from colleges must be able to bring certain qualities into the partnership and to utilize them in ways that facilitate the translation of goals into curriculum. In relation to curriculum, these persons must be reality-conscious, aware of local needs and situations, visible within each constituency in the partnership and available to each. They must be open to all views but should help to evaluate and analyze positions and to build programs upon evidence. They must be flexible and responsibe to new trends and to social concerns, and need to be visionary and to view people as individuals with unique needs and responses.

The Task Force views curriculum as those formal and informal experiences that (a) form an orderly series of perceptions about learning and human behavior as well as about the skills necessary for appropriate educational intervention and (b) constitute evolving and relevant experiences in response to social and behavioral contexts. Because of such a response dynamic, curricula must describe human endeavors and, within teacher education, provide for assessment, interpretation and professional experience everywhere on the pro-

fessional development continuum.

Curriculum in teacher education must implement preestablished programmatic designs. Curriculum in teacher education must be:

1. *Implemented* through the roles and functions of teams staffed as a result of partnership processes;
2. *Reviewed* through continuous evaluation in reference to both short-term and long-range goals;
3. *Analyzed* continuously utilizing the multiple backgrounds and percepts of the individuals involved;
4. *Asserted* in the conviction that a dynamic curriculum requires action in many areas including organization, content and materials development;
5. *Implemented* through instruction; and
6. *Asserted* in the conviction that curricula evolve from specific objectives with appropriate criteria and assumptions, from specific needs assessment, from specific strategies and principles regarding learning, and from the needs of those being taught.

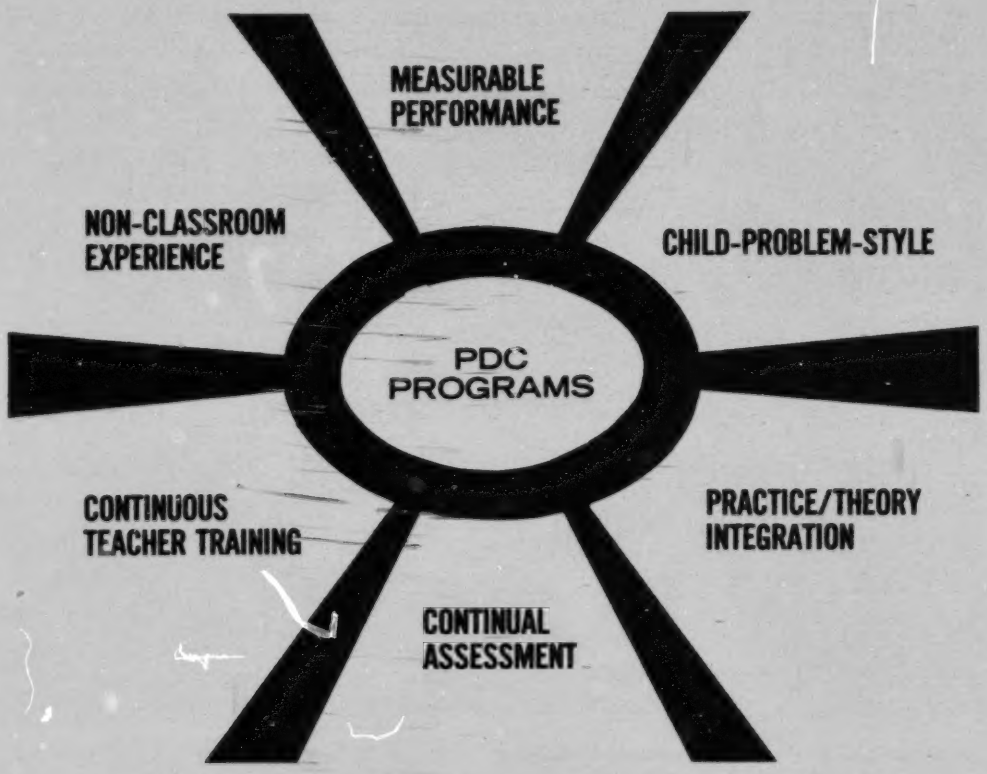


CHARACTERISTICS OF PERSONNEL DEVELOPMENT CENTER PROGRAMS

The curriculum of teacher education must reflect continuing interaction between elements of stability and flexibility. While special emphasis must be placed upon emergent learner and teacher needs with respect to content, activities, experiences and materials, these must be structured in a framework reflecting continuing societal and professional definitions of professional competence.

The specifics of the curriculum cannot be static or prescribed. Instead, they must reflect (a) the needs and potential of each student, (b) the background, experience and "style" of the instructor, (c) the nature of the community in which those in training will work and the cultural backgrounds and ethnic composition of its members, (d) the learning resources available, and (e) significant current problems and issues which may absorb the attention of students and teachers alike. These specifics need to be cast in a conceptual framework which is an outgrowth of long-term perspective on the understandings and competencies necessary for effective teaching. Such a structure will include theoretical, training, and actual field teaching components.

Within this framework, the Task Force has identified certain important characteristics of Personnel Development Center programs which are explicated below.



Personnel Development Center programs are characterized by teacher training that is a continuous process beginning at the time an individual decides to become a teacher and continuing until he retires from the profession. Experience with such programs as Teacher Corps and Training the Teacher Trainers indicates that preservice and in-service training are both improved when integrated into one continuous program. In this way, young men and women in the initial stages of teacher training work and study with experiences teachers who are involved in the study and introduction of new programs of learning for children. Involvement of experienced education personnel in training new personnel improves the professional competence of both groups.

Personnel Development Center programs are characterized by the integration of practice and theory in teaching and learning. Center programs are designed so that the learning of educational philosophy, learning theory, evaluation methods and other aspects of professional education are treated in direct relationship to experience with learners. The professors of education will be working with learners in the Center environment to demonstrate the relationships between theory and practice in education. The development of Center programs reflects deliberate efforts to build content and experiences upon the analyses of theory as translated into practice. Education and related disciplines, rich in the depth and degree of theory available to explain behavior, are presented in a manner that reveals the implications of theory for actual use in learning contexts.

Personnel Development Center programs are characterized by the development of measurable performance in instruction. The development of Center programs should emphasize the need for experience in the performance of instructional processes. Teacher performance does not develop in the isolation of university classrooms, and only to a limited extent through simulated experiences. Teacher experience in real classrooms of a variety of types and in a variety of circumstances with various kinds of learners is the way to learn how to perform as a teacher. Attempts to develop Center programs that integrate theory and practice must take cognizance of the notions that (a) instruction involves people, (b) content involves communication through instruction, and (c) all aspects of the process must provide new and continuously more challenging experiences through action strategies.

Personnel Development Center programs are characterized by experiences and learning in school related areas such as the community and its social agencies, the business world and politics. The Center is an expanded instructional environment that is incomplete without these dimensions. In today's complicated world, a teacher must study about and have actual experiences in a number of agencies in the areas of health, law enforcement, employment and welfare. These experiences allow the teacher to develop the ability to diagnose and understand each child's problems and learning style. These "real world" experiences should be a regular part of course work in sociology, psychology and human development.

Personnel Development Center programs for teacher educators are characterized by the application and continuous assessment of research findings as conditions of professional competency. Teacher educators must become capable of developing educational programs that capitalize on research findings already available. Educational reform should be built upon the application of findings from the social and behavioral sciences, the hard sciences, the arts and humanities. Teacher educators must remain a part of the research enterprise in education and they must be in the forefront of efforts to translate research into action. There can be no separation of research and practice for the teacher educator; his educational reforming should be based upon the analysis and synthesis of research and his practice should be modified through continuous research activity.

IMPLICATIONS FOR HIGHER EDUCATION

All programs for training and retraining education personnel are developed cooperatively and combine emergent needs with continuing professional requirements. Preparation and development becomes a continuous process for teacher educators, administrators, teachers and teachers-to-be.

The development of Center programs is a shared and cooperative effort involving prospective education personnel, teacher educators, school teachers, community people, school administrators and state department of education personnel. Practitioners are partners in order to bring to the curricula the relevancies from clinical experience; the public is a partner in order to assure responsiveness to local needs; prospective teachers are partners in shaping programs to meet individual interests and to fulfill the need for options in experiences and emphases.

That neither higher education nor the public schools alone can train teachers is clearly evident to the Task Force. The preparation and continuing development of education personnel is a task in which all have a part. These facts indicate that new roles for higher education and school people must be instituted along with a new professionalism in the interest of learners.

CHAPTER 6 FINANCING OF PERSONNEL DEVELOPMENT CENTERS

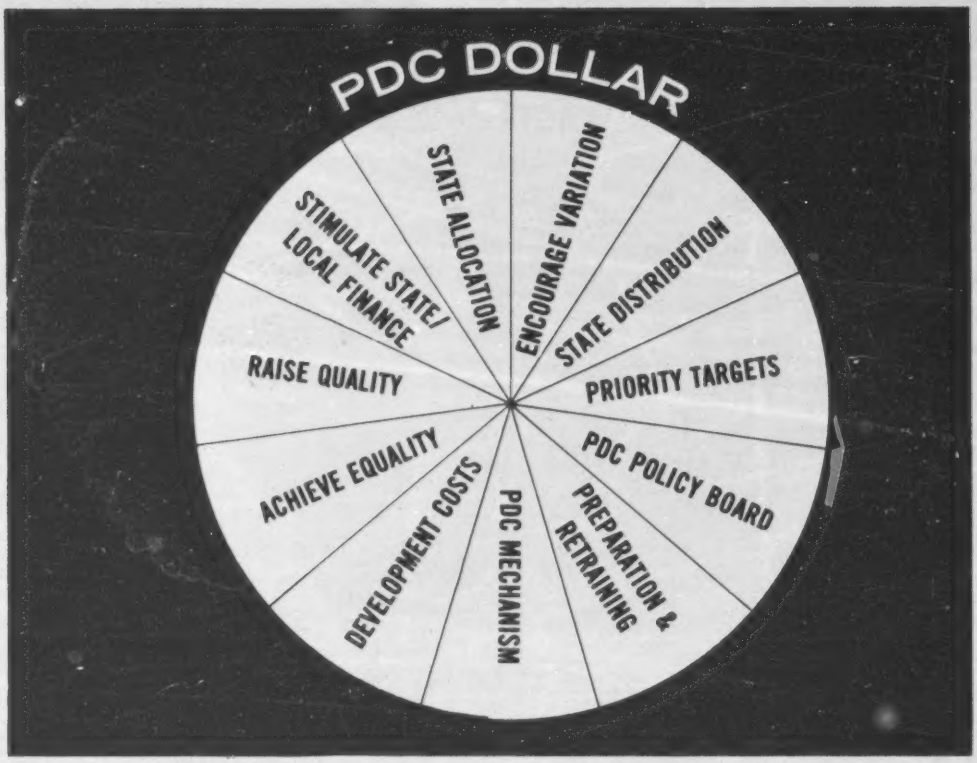
The goals and priorities of education must be established at the state and local levels. The Task Force believes that federal educational policy must be restricted to dealing with the distribution of federal funds for two major national goals: (a) the achievement and maintenance of equality and (b) the improvement of educational services to all Americans through stimulating and facilitating educational reform in the states and localities.

Financing of Personnel Development Centers can be achieved through a *new* priority structure in school systems, in colleges and universities, and in state departments of education. New priorities will effect a concomitant reallocation of already available resources. The Federal Government can help in getting Personnel Development Centers under way by stimulating this restructuring of priorities in schools, colleges and states, and by facilitating the establishment of Personnel Development Centers through funding for developmental costs.

Within this general framework, the Task Force offers the following as guidelines for fiscal support of educational reform through partnership in teacher education.

1. The preparation and retraining of education personnel is a prerequisite for educational reform.
2. The Personnel Development Center, as defined in this report, is recommended as the mechanism for educational reform.
3. A substantial proportion of federal education monies should be consolidated and applied to educational reform through Personnel Development Centers for developmental costs.
4. The purposes of federal funding for Personnel Development Centers are (a) to achieve equality of educational services and (b) to raise the quality level of these services.
5. The function of federal funds for Personnel Development Centers is to stimulate movement toward, rather than to maintain, educational reform. Federal involvement should increase the ability of states and local districts to finance themselves.
6. Federal funds for establishing a Personnel Development Center should be committed for a six-year period at a level that remians stable for a four-year period. Initially, the Federal Government should provide for developmental costs beyond the resources available from the state and local agencies for the preparation of education personnel.

7. Assuming that there are not sufficient federal funds to adequately fund developmental costs for all school-college-community coalitions that would establish a Personnel Development Center, federal funds should be allocated by each state so that the necessary critical mass of resources (that required for a reasonable chance of success) is concentrated in a limited number of places.
8. Federal funding for developmental costs within and across the states should be so administered as to encourage variation. Different types of Personnel Development Center models should be tried to determine cost-benefit over and after the six-year period of federal support.
9. In encouraging planned variation through selective funding, the states should consider alternative cooperative models: a few schools or school systems and a college; consortia across school systems and colleges; and state-wide structures (most likely to be appropriate in predominantly rural states).
10. The state, through revenue sharing, has the responsibility of distributing federal resources. The state responsibility must be reasserted with the understanding that neither state nor federal support implies state or federal control.
11. In distributing federal funds, the state has the responsibility and legal authority to provide educational opportunity for all children. It should assure that districts of greatest need are priority targets for improvement and reform. The state should be a leader in promoting alternative models within its boundaries. Special incentives should be given to those districts which reorder their internal priorities in such a way that resources will be made available for assistance in the creation of Personnel Development Centers.
12. As the state commits itself to reallocating resources for personnel development, so should the local school districts and the universities. The local education authorities should be given wide latitude in determining how money is to be spent. The school boards legally decide how money is to be spent in the schools. The decision for how money is to be spent in the universities is made legally by the boards of trustees. The Policy Board decides how money is to be spent in the Personnel Development Center. The responsibility for Personnel Development Centers is a shared one, with mutual commitment and continuous support.
13. Institutions of higher education wanting to be part of a Personnel Development Center must commit their teacher education funds for support of these centers. The board of trustees must make internal adjustments to support these centers. Higher education has research personnel, facilities and technology that could be utilized in the centers. Through dual assignments, the universities and colleges can contribute their personnel resources to the centers.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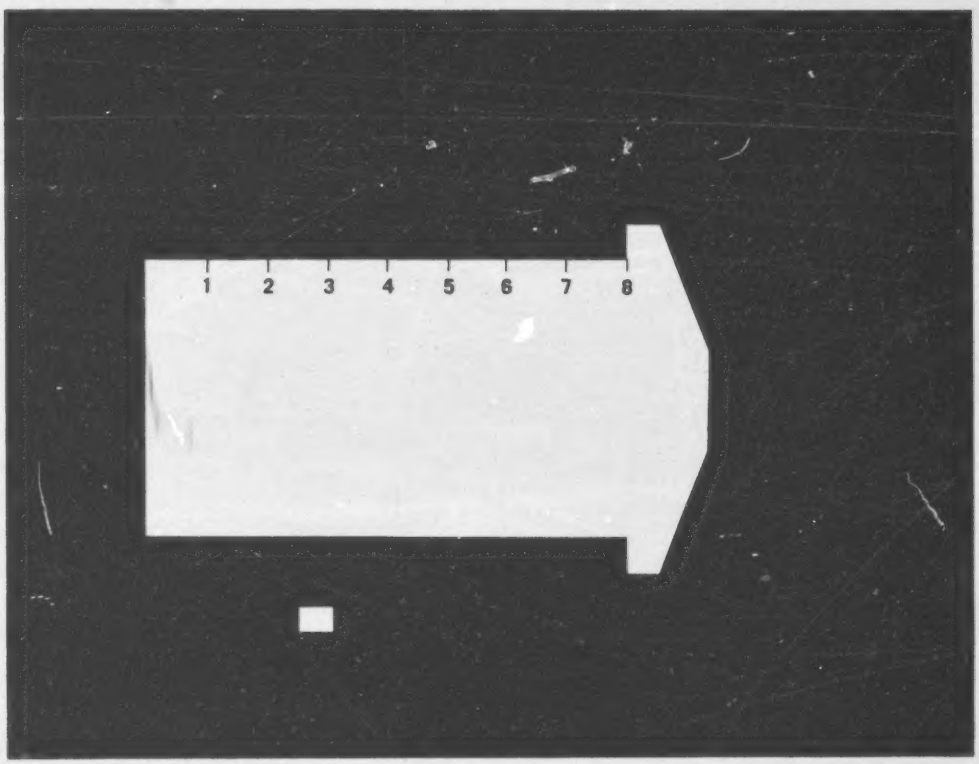
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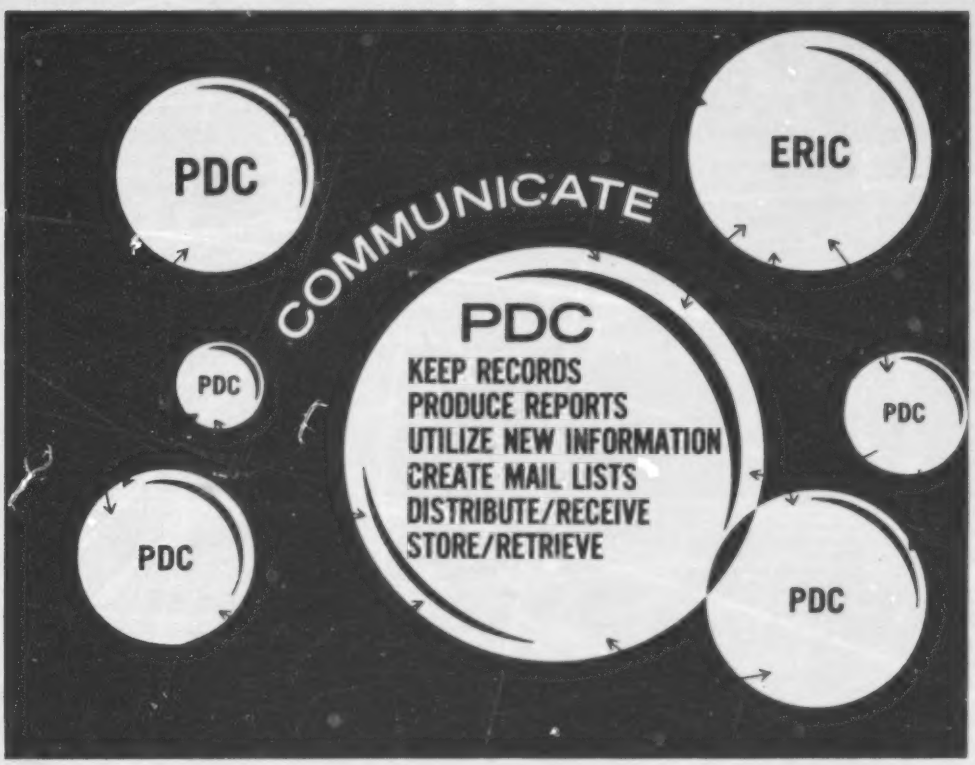
CHAPTER 7

DISSEMINATION OF PROMISING PRACTICES

Educational change through accelerated reform, the process asserted necessary by the Task Force to cope with current problems in education, can be greatly enhanced by a system of information sharing and utilization. We believe that the sharing of information between and among Personnel Development Centers and other teacher education agencies and organizations is crucial to educational reform through teacher education. We believe further that information dissemination and utilization activities must be viewed and operated as necessary parts of regular Center activities, and that sufficient resources must be allocated for centers to accomplish this purpose. Also, the information dissemination and utilization aspects of Center activities should capitalize on and be consistent with regional and national educational information gathering and management systems. Much is known about effective educational practice that has not been made available to many schools of our nation.



INFORMATION SHARING

Information sharing (dissemination) by a Personnel Development Center requires the ability to:

1. Keep records and document experiments in Center management, operation and instructional processes;
2. Produce reports about Center activities based on the Center's records and documents.
3. Reproduce sufficient quantities of reports for distribution; and
4. Create and maintain a mailing list and mailing system for distribution of reports.

Performing an information sharing activity is a natural outgrowth of the implementation and evaluation activities treated earlier. If the Centers are operated the way we think they should be, then record keeping and documentation are already being done as a part of the planning and evaluation cycle. The production of reports also is being done as a means of communication between the Center staff, its Policy Board and its service area. Therefore, what is left to be added specifically for the purpose of information sharing beyond the Center service area (represented in numbers 3 and 4 above) is the capability to distribute additional copies of Center documents to a wider audience.

INFORMATION UTILIZATION

If, as suggested, Centers have the capability to *disseminate* information about their activities, then Centers thereby also become receivers of information from other Centers. Each Center must have the ability to further enhance its planning, implementation and evaluation activities by making the most of the information it receives. Information *utilization* on the part of a Center requires the ability to:

1. Store and retrieve documents in terms of the information they hold;
2. Recombine and draw inferences from this information in ways that serve the information needs of the Center; and
3. Communicate relevant information to various people within the Center.

Developing the ability to store and retrieve documents is not as horrendous a task as it may seem at first. A number of colleges, school systems and research and development organizations, as well as many state departments of education, now have the capability to search for education information through the Educational Resources Information Center (ERIC) system. The document storage and retrieval procedures are standardized in this system. The feasibility of using ERIC as both the Center's dissemination and utilization mechanism should be carefully analyzed. If all Centers entered their reports in the ERIC system, then all interested persons, including Center staffs, would have access

not only to Center documents, but also to the many hundreds of documents on teacher education that are available in the ERIC system.*

Developing a Center's ability to use information retrieved from a storage and retrieval system will require a staffing arrangement that takes into account this special activity. Just as there are specialists among the Center's core staff in curriculum, evaluation, instructional methods and other areas, staffing should provide for a person who is well grounded in both teacher education and information utilization. The Task Force believes that each Personnel Development Center should have one or more persons with full-time responsibility in this area. The number of such specialists in a Center of course would vary with the size of the Center's service area and the scope of its activities.

Center efforts to disseminate and use information are similar, in our view, to the evaluation activities treated in Chapter III. They are similar because both are necessary for an active, vital partnership operation. They are similar also because both are likely not to be given the amount of energy and attention they require unless sufficient resources are assigned to maintain them as regular Center activities.

The information dissemination/utilization activity and the evaluation activity are *dissimilar* in the sense that evaluation may be viewed as crucial to the internal processes of the Center, whereas disseminating information to other Centers may be considered as less vital. The Task Force rejects this analysis because the likelihood of improving any one Center's programs is greatly increased when the documented experiences of other Centers are fed into the internal processes of each and every Center.

*The ERIC Clearinghouse on Teacher Education in Washington, D.C., one of 18 clearinghouses in the ERIC system, is a primary source for assistance in using ERIC in Personnel Development Centers.

SUMMARY

The final report of the Higher Education Task Force on Improvement and Reform in American Education presents a consensus view of the action program that must be implemented now in order to bring about lasting improvement in the education of American children and youth. The Task Force's conception of educational improvement grows out of three basic assertions: that educational improvement can come about only through accelerated reform; that this reform can come about only through significant changes in teacher education; and that these changes can be effected only through a real partnership of all those concerned.

Focusing thus on the preparation of education personnel, the Task Force describes in its report those important structures and processes in governance, management and operation, staffing, curriculum, and financing of education personnel development programs.

To provide a matrix in which to deal with these various dimensions, the Task Force created and utilizes the construct "Personnel Development Center," which it defines as a complex of persons working together in the interest of teacher education. The Personnel Development Center is not to be construed as a new place, but as a new set of interrelationships among people that would operate in an existing or combination of existing locations. The Task Force believes that partnership as effected in Personnel Development Centers, and manifested in different ways in various activities, is a key element in teacher education.

The Task Force views partnership in education personnel development as equal participation in policy-making and differentiation of degree of participation in management and operation. Partnership is viewed as equality of opportunity and responsibility in contributing competencies and perspectives, rather than identity of those competencies and perspectives.

In drawing implications for higher education from its recommendations for education personnel development, the Task Force develops a picture of teacher education in which institutions of higher education appear squarely in the public view—a picture in which they are less autonomous and more open to the needs and activities of the community, and in which there are reward mechanisms that enhance involvement of college faculties in community service.

In this new cooperative framework, education personnel development programs are a lifelong process beginning at the time an individual starts to become a teacher and continuing until he retires from the profession. These programs are characterized by the integration of practice and theory in teaching and learning; by the development of measurable performance and instruction; by

experiences and learning in school-related areas such as the community and its social agencies, the business world and politics; and by the application and continuous assessment of research findings as conditions of professional competency. In short, the Task Force believes that neither higher education nor the public schools alone can train teachers effectively.

In dealing with the role of federal policy in the financing of education personnel development, the Task Force recognizes the dual role of the Federal Government: to achieve and maintain equality; and to improve educational services for all Americans through stimulating and facilitating educational reform in the states and localities. In developing its guidelines for fiscal support of educational reform, the Task Force judges the role of the Federal Government as crucial in stimulating and initiating reform processes with a subsequent decrease in its involvement. An important assertion upon which these guidelines were based is that the states and localities must reallocate their resources to create self-renewing teacher education programs.

Finally, the Task Force recognizes that although much is to be learned in the process of educational reform, that information is not automatically shared beyond the environment in which it is gained. Therefore, the Task Force recommends a comprehensive information sharing and utilization system whereby educational change through accelerated reform can be greatly enhanced.

EPILOGUE OR BEGINNING?

The federal charge to HETFIRE was to represent "higher education's vested-interest viewpoint" on the improvement and reform of American education. Understandably, the members of the Task Force were reluctant to proclaim themselves *the* voice of higher education in this matter; they preferred to offer their views as representing the collective opinions of 11 educators as to what higher education's position in educational reform should be; and then to encourage review, analysis and discussion in the larger education community.

The report is "final" only in the sense that with its completion, the Task Force has fulfilled its role and is now disbanded. More importantly, the report is a beginning in the sense that it raises a number of very important questions and issues about roles and relationships in teacher education, with special emphasis on higher education roles and the relationships within and between higher education and other education entities.

HETFIRE was a U.S. Office of Education task force. AACTE assisted in convening the group, and in providing coordination services for it. Although the Task Force was not an AACTE body, the Association's Board of Directors made the Task Force outcomes its own by adopting the final report on November 2, 1973:

> Because of the central importance of education personnel development to the improvement of our nation's educational system, and because of the necessity for an effective partnership for personnel development that includes schools, colleges, and other concerned agencies, the AACTE Board of Directors commends the HETFIRE for its Report and urges member institutions to take leadership in the establishment of personnel development centers or other mechanisms which support such cooperative efforts.

This report has had limited distribution. It has been reviewed and discussed, in prepublication form, among the AACTE Board of Directors and staff, U.S. Office of Ecucation staff, and the AACTE State Liaison Representatives and state organization presidents who participated in the October, 1973 AACTE Leadership Training Institute. The reactions received so far indicate that (a) there is a great deal more to be done than has been accomplished in generating the report, (b) the member institutions of AACTE must play a major role in these next steps and (c) the nature of bureaucracy notwithstanding, these next steps must retain as a main focus and driving force the improvement of what happens to and for children in educational settings.

The HETFIRE report is not a prescription for a new structure, to be installed in place of current ones, but is rather a description of necessary conditions under which continuing improvement can be effected in the interest of better education for all.

A reading of the report suggests that the following activities should be undertaken. The fact that these items are numbered in the list below does not indicate level of priority; rather, these activities may be concurrent, overlapping, and mutually supportive.

1. Identify and describe recent and current activities having one or more characteristics that conform to HETFIRE principles. Possible outcomes: case studies, bibliographies—a series on various aspects. Possible means: commissioned studies and papers.
2. Analyze descriptions (no. 1 above) for information relating to issues and strategies (no. 4 below). Possible outcomes: state-of-the-scene papers. Possible means: commissioned papers, writing conferences.
3. Develop various "idealized models" incorporating HETFIRE principles. Outcomes: idealized models, unfettered by current constraints and realities, to be used in the other activities in this list. Possible means: commissioned papers, brainstorming processes.
4. Identify and define issues raised by the HETFIRE report and by items 1 through 3 above. Outcomes: "if-then" statements identifying implications and related issues in question form. Possible means: consensus surveys, commissioned papers (e.g., a series on Cooperative Governance of Teacher Education).
5. Analyze issues. Outcomes: documents on relevant factors and actors, strategies for resolving issues. Possible means: task force on issues.
6. Install, on a pilot basis, reality-based models with appropriate evaluation and feedback mechanisms. Outcomes: documented successes and failures. Possible means: consortia including AACTE member institutions.

The AACTE Board of Directors, and members of the former HETFIRE, are extremely interested in obtaining the opinions of people in AACTE member institutions and in other educational agencies regarding the principles of the HETFIRE final report. In a variety of ways, the AACTE acts as a clearinghouse of information about efforts to improve teacher education programs. Readers are encouraged to share their achievements and problems through AACTE. It is hoped further that readers will communicate their thinking about this report, their views regarding the above-listed activities, and their level of interest in becoming actively engaged in a comprehensive effort toward the improvement and reform of American education consistent with HETFIRE principles.

SELECTED BIBLIOGRAPHY

The literature related to improvement and reform of American education is practically boundless in both timeliness and size. The discussions of HETFIRE served as a guide in selecting from this large body of literature the documents for this bibliography.

This is an extract bibliography. Each citation is followed by one or more statements taken *verbatim* from the document, and in the case of longer works, the placement of these statements within the document is given. Each extract was selected to best represent the nature and scope of the document.

American Association of Colleges for Teacher Education, *Crises in Teacher Education: A Dynamic Response to AACTE's Future Role*. Washington, D.C.: the Association, 1971. 17 p.

"The report, which incorporates the extended deliberations of the Special Study Commission as well as input from hundreds of practitioners and researchers in teacher education, is both a guide to immediate actions and a blueprint for future directions. It is, furthermore, a stimulant for securing imaginative responses from the AACTE constituency in its varied institutional setting. While the report correctly focuses upon AACTE as a consortium of hundreds of institutions and its strong resources, it is also a call for widespread action meant to involve all who see the improvement of teaching as requisite to the continual improvement of the nation." (Foreword, p. 1)

Budig, Gene A. and Stanley G. Rives. *Academic Quicksand: Some Trends and Issues in Higher Education*. Lincoln, Nebraska: Professional Educators Publications, Inc. 1973. 74 p.

"Few public officials—appointed or elected—have a more diverse constituency than today's college and university administrator, and the demands upon him are often excessive and unrealistic.

"For example, there are students who expect him to interpret their wishes in the most liberal terms possible and believe it only right that he should support them always on the sensitive issues of self-determination.

"There are faculty members who expect him to champion unequivocally the complex, and frequently unpopular, causes of academic freedom with such critical groups as governing boards and legislatures.

"There are trustees who expect the administrator to have faculty members teach more and research less, and have students adhere to more traditional or historically accepted norms.

"There are governors and state legislators who expect him to do more and better things with existing budget resources, while disposing of academically acceptable, but economically questionable, programs.

"There are citizens who expect him to bring order out of universal chaos on the campus in volatile areas such as collective bargaining of faculty, student behavior, and marketability of collegiate programs and graduates.

"There are other demanding constituents, too.

"In the pages which follow the authors have attempted to set out what the various groups generally expect of their academic administrator. The expectations are staggering, but in order for one to succeed—or even survive—he must have a reasonable comprehension of them, regardless of their relevance.

"As the title indicates, there are very real dangers in the profession of academic administration. Certain ones can be fatal professionally; others can be crippling for both the administrator and the institution. Therefore, the authors have tried to identify likely pools of academic quicksand and the legitimate expectations of the modern college and university administrator." (Introduction, pp. 7-8)

Campbell, Clyde M. "School-Community Councils, "*The Community School and Its Administration*, vol. 11, no. 6, February 1973. pp. 1-4. (National Community School Education Association, 1017 Avon Street, Flint, Michigan 48503)

"While cogitating about Councils and their relationship to process, a whirling flash of memory called to mind that we had traveled this road with Lay Advisory Committees in the 1950's. Yes, these Lay Advisory Committees were very similar to our educational councils of today.

"These leaders set out to establish lay advisory organizations in as many school districts as possible. Top drawer educators nation-wide gave unremitting approval to the Commission's objectives.

". . . Both non-professionals and professionals seriously believed that this method of moving forward with educational programs would be as enduring as the proverbial Rock of Gibraltar.

". . . Hopes were held high, that at long last, lay people and public school officials could work cooperatively and joyfully together to make the world a better place for everyone. Yet, in spite of liberal private funding, a superb direction, and sincere dedication on the part of numerous leaders . . .

"Why did this occur? What happened? Many people, both professionals and non-professionals, have expressed surprise and wonderment that the established cooperative working relationship, encompassing school personnel and their constituency, should have deteriorated so rapidly.

"Unfortunately, processes with impeccable credentials and perfection in design cannot assure that certain ends will be attained when they are put into operation. Techniques and procedures never perform miracles. Always they are executed superbly, satisfactorily, poorly, or perhaps a mixture of each, depending in the main upon the leader and his followers. There can be little purpose in belaboring the point. Any process can perish ignominiously or soar to glories of creativeness and greatness; it all depends upon whose hand is at the helm, who is pulling the oars, and the turbulence on the sea."

Commission on Public School Personnel Policies in Ohio. *Realities and Revolution in Teacher Education*. Report Number Six. Cleveland, Ohio: the Commission, November 1972. 73 p.

"This report on teacher education is submitted to the people of Ohio at a time most propitious for greatly needed action. The timeliness of the report derives from the current excess of teacher candidates over teaching positions to be filled.

". . . the group of foundations throughout Ohio that appointed and have funded the Commission have a long history of concern for public school education and a fundamental belief that results of the educational process depend in great part on the basic

competence, training, and utilization of the teaching staff. They established this statewide commission of laymen for the purpose of determining ways of achieving optimum quality and use of staff and enlarging the attractiveness of teaching as a career.

"The Commission represents a wide range of points of view and came together with no political intent regarding legislative courses of action. Its aim is to look generally and objectively at ways of improving public school education within the scope of its particular interest in personnel policies. (Preface)

"The Commission on Public School Personnel Policies in Ohio has critically studied teacher education in our State. We have found that Ohio is not immune to the problems which plague teacher education throughout the nation. While not peculiar to this State, the deficiencies are of serious proportions and it is clear that any effort to improve the quality of education for our children must start with a frontal attack on the inadequacies of the preparation of teachers.

"The purpose of this report is not simply to enumerate or document these criticisms of teacher education. Rather it is hopefully to clarify many of the difficult issues associated with the preparation of teachers and then to propose specific recommendations for reform.

"This report is based upon an extensive examination of current teacher education and certification practices in Ohio. These practices placed in a national perspective established the context for the recommendations which are made. Examination of current practices was carried out primarily through three means: written surveys, interviews with key persons across the State, and open hearings.

"The scope of this report and its recommendations are limited to general elementary and secondary teacher education programs and no attempt has been made to develop conclusions regarding the need for special or vocational education." (Chapter I)

Council of the Great City Schools, "Toward A Definition of 'Portal Schools,'" *Portal Schools*, vol. 1, no. 3, January 1972. pp. 1-4. (the Council, 1819 H Street, N.W., Washington, D.C. 20036)

"Beginning with this issue, each month will be devoted to discussion of particular aspects of the Portal School strategy. This month, an overview is given, with a definition, mission statement, essential elements and implementation stages and events.

"New terms often acquire many meanings as they come into usage. Only after considerable time does a common meaning emerge. So it is with the term 'Portal Schools.' Two complimentary meanings have now emerged. First, it is a name attached to a facility—a regular public school—with special functions and resources. Second, it refers to part of an overall strategy designed to change education systematically, (i.e., a Portal School is an entry point for new processes and products and an exit point for tested processes and products.) This dual meaning of the term is important for it implies that systematic change is the primary special function of a Portal School, and further that such change can only happen through utilization of schools, and that only if resources are found will change occur."

Denemark, George W., "Teacher Education: Repair, Reform, or Revolution?" Editorial in *Educational Leadership*, vol. 26, no. 6, March 1970. Also in *Education For 1984 and After*, pp. 139-44.

"What are the weaknesses in the education of American teachers which demand basic reform or threaten revolution?

"1. Inadequacies and irrelevance of much that presently constitutes the general studies or liberal education component.

"2. The hostile academic atmosphere in which teacher education is conducted.

"3. Lack of conceptual frameworks for teacher education.

"4. Simplistic view of teaching and teacher education.

"5. Inadequate interlacing of theoretical and practical study.

"6. Continued acceptance of the single model, omnicapable teacher.

"7. Low selection and retention standards for teacher candidates.

"8. Schedule rigidities and cumbersome procedures for curriculum change.

"9. Absence of student opportunities for exploration and inquiry.

"10. Schizophrenic role expectations for teacher education departments.

"The challenge of American teacher education today is that of building into its structure the capacity for adaptability to the rapidly changing needs of our schools and communities. Rather than a monolithic resisting force irrelevant to current problems and ultimately a stimulus for irrational, violent change, teacher education must find ways of anticipating and facilitating orderly change for the years ahead. In reforming itself it can help to reform all of education."

House of Representatives of the State of Florida. *A Bill to be Entitled An Act Relating to Education . . .*" HB 1272, Regular Session 1973, by the Committee on Education.

"An act relating to education; providing for the establishment of teacher education centers through regulations to be adopted by the state board of education; establishing a state council for teacher education centers composed of twelve (12) members; providing that existing facilities be used to house teacher education centers; providing for the administration and staffing of teacher education centers; providing for coordination of multi-district centers; providing for an annual evaluation of teacher education centers; providing for the joint funding of teacher education centers; amending s236.04(7), Florida Statutes, 1972 Supplement, to provide for special services units to be allocated to school districts for teacher education center staffing; providing for state appropriation for noncredit student contact hours of instruction by faculty of the state university system and other noncredit activities; providing an effective date."

National Advisory Council on Education Professions Development. *Windows to the Bureaucracy*. Washington, D.C.: the Council, 1971. 94 p.

"We have recently examined the policies governing a number of Federal efforts designed to bring about improvements in the training and development of educational personnel. *Our conclusions from this review are that the resources devoted to the formulation of policies are inadequate; the processes employed are primitive; and the results are unacceptable.*

"It should be emphasized that this report is concerned, not with the merit of positions taken in any particular policies, but with the process of policy formulation and those general characteristics of policy which will serve to increase the prospect of effective action." (Chapter I, pp. 2-3)

Orlosky, Donald and B. Othanel Smith, "Educational Change: Its Origins and Characteristics," *Phi Delta Kappan*, vol. 53, no. 7, March 1972. pp. 412-14.

"The purpose of this essay is to report a study of educational changes attempted during the past 75 years, examine the efforts to put these ideas into practice, rate the efforts to install them as successful or unsuccessful, attribute that success or failure

to particular factors, and make recommendations to those who promote educational change. The changes selected are broad, macro-changes rather than narrow and specific changes. Also, many changes have been attempted during this period for which there is no record, but on the whole it may be assumed that the changes which are included in this account are of general significance.

"The educational system in a dynamic society cannot remain stagnant. We should expect changes to be proposed that will alter the school system, since the United States is undergoing rapid change. The idiosyncracies of a particular situation may not always conform to the patterns revealed in this study, but it is likely that an understanding of the characteristics of the changes proposed over the last three-quarters of a century will be helpful in the development of successful procedures in the installation of educational changes."

Pino, Lewis N. *Nothing But Praise: Thoughts on the Ties Between Higher Education and The Federal Government*. Lincoln, Nebraska: Study Commission on Undergraduate Education and the Education of Teachers, 1973. 71 p.

"The Study Commission on Undergraduate Education and the Education of Teachers is charged by the U.S. Office of Education to concern itself with the reforming of undergraduate education as it related to the education of teachers. Part of the process of reform is likely to involve the federal government's granting of money to institutions of higher education, to state agencies, or to schools. Recently Representative Edith Green and Assistant Secretary of Education (HEW) Sidney Marland have pointed to the necessity for reforming of internal procedures in the Office of Education. The essays in this book look at the relationship between the reform of federal systems and the reform of local systems. They suggest several principles:

"1. Security in federal funding fields is likely to be related to the prestige of a field and its having arrived at a routinized and relatively secure method of winning information and advocating policy. The study of education of teachers and of children does not yet have such a method. However, better contracting and reviewing can provide a measure of stability.

"2. If the federal government is interested in encouraging institutions each to have a unified institutional mission (as the Newman Commission has suggested that it ought to), if it is interested in creating humane higher educational communities, then its procedures for funding can, and ought to, reflect and support that concern through the modification or abolition of the training-grant system.

"3. As the federal government develops its interest in permanent institutional change, it must grant money in such a way that its funds tie into the full permanent governance systems of institutions so as to secure their long-term commitment to the goal for which funds are given.

"4. The granting of money 'is' education. How money is transferred shapes how children, adults and institutions learn. As Boulding's essay points out, 'Knowledge—what we see, what we allow as input—grows toward the more highly valued elements in the potential image.'

"This book is intended for the use of those granting and receiving money as part of a contract for the reform of education, particularly undergraduate education for teachers." (Introduction, p. iv)

Sagan, Edgar L. and Barbara G. Smith. *Alternative Models for the Co-Operative Governance of Teacher Education Programs*. Lexington, Kentucky: College of Education, University of Kentucky, April 1973. 92 p. (mimeo)

"It is the purpose of this paper . . . to review the models of governance which have evolved for the control of teacher education programs in Colleges of Education, to criticize these existing models for the governance of teacher education, and to propose alternative processes and plans for Colleges of Education to use as they attempt revision and reformation of their governance models." (Introduction, p. 2)

ERIC Clearinghouse on Teacher Education. *Literature Searches on Major Issues of Educational Reform*. Allen Schmieder (comp). Washington, D.C.: the Clearinghouse. (in press)

To be compiled in this publication are the extensive abstracts of 20 papers on educational reform. The original papers, which will be announced singly in *Research in Education*, were written by well-known persons in the field of education. They cover the following aspects of change (several are treated by more than one author): institutional and educational change, the relationship between training and change, preservice and in-service teacher education, incentive systems, simulation and protocol materials in teacher education, competency-based education, needs assessment, instructional models, British primary education, Brunerian curriculum, the influence of student recruitment on program success, and the role of state education agencies in teacher education.

Smith, B. Othanel, Saul B. Cohen, and Arthur Pearl. *Teachers for the Real World*. Report of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. Washington, D.C.: The American Association of Colleges for Teacher Education, 1969. 185 p.

"This book outlines a plan for the education of the nation's teachers. It is a product of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. In the course of its deliberations, the Institute Task Force came to consider teacher education more and more as a whole, to attribute failures and inadequacies of education for "the disadvantaged to defects in the education of teachers. In consequence, the Task Force undertook to explore the issues in teacher education and to set forth the outlines of a plan of education to prepare teachers for all children, regardless of their cultural backgrounds or social origins. This book is an outcome of that enterprise. While education of the disadvantaged is the touchstone of the plan, the focus of the essay is a comprehensive, basic program of teacher education." (preface, p. v)

"Education is beyond repair! What is needed is radical reform. This reform is to include the nature of the schooling process, the systems which control educational policy, and the institutions which prepare persons to be teachers. . . .

"The current situation of remoteness of the prospective teacher from the realities of classroom practice must be reformed. . . .

"Anti-intellectualism of teachers can no longer be condoned. The reform of teacher education must be to further scholarship. . . .

"The schools must allow persons with different capacities to function where they can be most useful. . . .

"Teacher preparation reform must stress the ability to conceptualize and analyze, which is the essence of scholarship. . . .

"Reform is distinguished from revolution. It is not assumed that reform will require a complete transfer of power. But in the absence of revolution, reform in control over education must take place. There must be some sharing of power with community leaders, teachers, and students. The reform must recognize the plurality of our society." (Introduction, p. 9)

Study Commission on Undergraduate Education and the Education of Teachers. *Education for 1984 and After: A Symposium of Deans of Education and Leaders in Institutions Educating*

Teachers. Paul A. Olson, Larry Freeman, James Bowman (eds.) Lincoln, Nebraska: the Commission, 1971. 232 p.

". . . The document, which has grown out of a conference held in Chicago on July 21-22, 1971, is an effort to gather informed opinion on a variety of issues germane to the education of teachers and to educational personnel. The people who discussed at the conference are all 'deans of education' or hold roughly comparable leadership roles in institutions educating teachers.

"Some of the material reproduced here represents statistical information gathered in 1968 and before and is out-of-date in some cases. This is particularly true regarding the information on teacher oversupply. However, the material represents the kind of information which the Study Commission might *perhaps* be engaged in gathering. The section on 'accountability' deals with conceptions of 'accountability' and 'cost benefit' which *perhaps* extend conventional present thinking in these areas. The section on 'Power and Oppression' deals with cultural pluralism, power relationships, and separatism and integration as these relate to the education of teachers. The fifth section of the book deals with the 'liberal' and the 'technical' in teacher education and various models for bringing the two together which appear promising. Section VI deals with consumer interests and credentialling. Section VII deals with the intersystemic relations in teacher education—what the problems and issues are between Higher Education and the schools." (Preface, p. v)

Study Commission on Undergraduate Education and the Education of Teachers. *The University Can't Train Teachers: A Symposium of School Administrators Discuss School-Based Undergraduate Education of Teachers*. Paul A. Olson, Larry Freeman, James Bowman, and Jan Pieper (eds.) Lincoln, Nebraska: the Commission, 1972. 161 p.

". . . The recommendations of that group are as follows:
Statistics:

1. Education statistics need to be gathered in relation to general social cost statistics which reflect the consequence of poor schools and badly educated teachers in such categories as the costs of prison programs, dropout programs, job training programs and so forth.
2. Education statistics which illuminate the market and tell what kinds of teachers are needed and where and what kinds are not needed, need both to be gathered better and better publicized.

"The professional aspect of the training of teachers needs to be centered in the schools and controlled by them as a 'technical training' comparable in some ways to industrial training. The role of higher education in the education of teachers should be to provide a good general or liberal education in the first three years of college. School-based professional training should be offered in the fourth and possibly fifth years.

"School-based training may make use of higher education personnel to assist in the professional, or technical education of the teacher:

1. to perform community-commissioned research;
2. to represent advanced stages of the knowledge-winning process both to the teacher and the student.

"School-based professional training should include a strong component of learning from the community and control by parents and students, and should respect the life style, value system, language, and expressive system of the culture in which the school which provides training is located.

"School-based undergraduate training should continue up to tenure and should continue up to tenure and should involve some sort of credentialling-in-neighborhood by the school system and parents.

"The federal government should feed no funds of a research or scientific nature (NSF, NIMH, etc.) or for non-teacher training purposes to those institutions of higher education which refuse to fulfill their obligations to the schools.

"School-based undergraduate professional training would cost no more than present higher education training and would require a form of collaboration among the schools, the state, and the federal government comparable to present methods providing for funding depending on collaboration of higher education, the institution, the state, and the federal government in such areas as science or among industry, the state, and the federal government in industrial training.

"Primary funding should be 'institutional reform funding' as opposed to 'purchases of services' funding." (Introductory Letter, pp. v-ix)

Study Commission on Undergraduate Education and the Education of Teachers. *Of Education and Human Community: A Symposium of Leaders in Experimental Education.* James Bowman, Larry Freeman, Paul A. Olson, and Jan Pieper (eds.) Lincoln, Nebraska: the Commission, 1972. 222 p.

"The present book is a report of a conference held September 24, 1971, to plan the work of the Learning Contexts committee of the Study Commission. . . . The function of the meeting was threefold:

1. To task the Learning Contexts committee of the Study Commission;
2. To propose mechanisms and models through which significant education reform might be realized by the Learning Contexts group and the Study Commission;
3. To examine the usefulness to an effort such as UPEP of the 'experimenting college' movement in higher education and of efforts to establish comparable learning communities at the elementary and secondary level.

"The present book contains three sections. . . . The first section emphasized theory; the second emphasizes the general patterns envisaged for the UPEP program; the third emphasizes more specific local procedures which may be useful to UPEP program planners in the eyes of members of this conference.

"After some general discussion, the group turned to three general topics relating community building, education, and the education of teachers:

1. Mechanisms and levers which could be used to alter the educational process;
2. Models of ideal—or more nearly ideal—education for teachers;
3. The uses of higher education in neighborhood development and the education of teachers.

". . . The document is to be used in preparing the American educational community and, specifically, institutions and people working at the reform of the undergraduate education of teachers to think through the issues, and plan the reform programs, envisaged by the UPEP (Undergraduate Preparation of Educational Personnel) amendment contained in the Higher Education Act of 1972." (Introductory Letter, pp. v-xx)

VanderMeer, A. W. "The Legislature, The Courts and Teacher Education," *Teacher Education in Pennsylvania: A Giant Astir,* proceedings of the First Annual Conference of the Pennsyl-

vania Association of Colleges for Teacher Education, University Park, Pennsylvania, November 16-17, 1972. pp. 25-35.

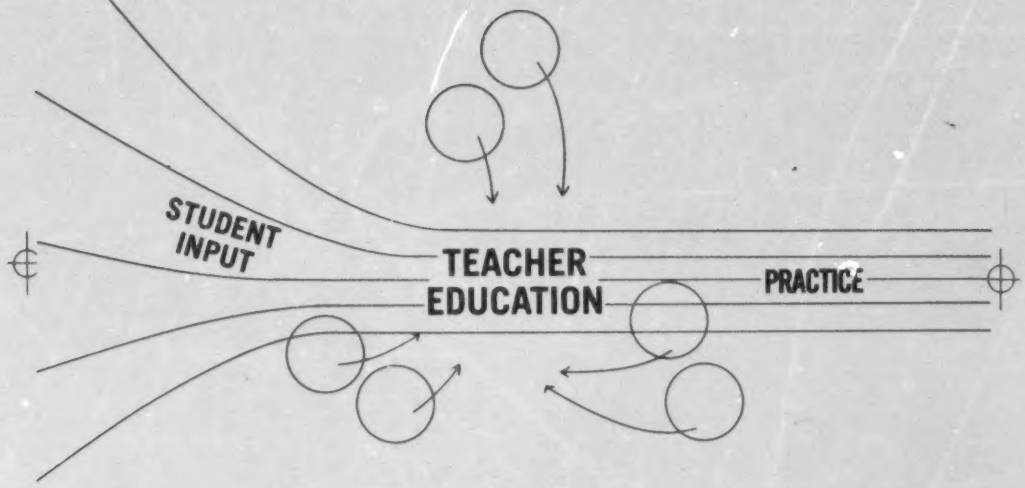
"The major point of this presentation is that teacher education like education in general is being subjected more and more to the scrutiny of legislatures and to challenge in the courts, and that this trend carries with it the necessity for anticipating problems, rethinking procedures, instituting safeguards, redefining policies and strategies, and questioning missions.

". . . those of us in teacher education are *not entering* a new era of involvement with the legislatures and the courts, we are already *in* a new era. The characteristics of the new era are skepticism about our programs and procedures, if not downright distrust of them. The reaction required is a meticulous rethinking of our professional task, a readiness to permit publication of the results of these deliberations, including a defense in the halls of the legislature and the executive branch and a readiness to undergo the tests of the courts. Whether it is to our liking or not, we are 'in a new ball game,' and we had better learn the rules and strategies of the game before we find ourselves and the enterprise to which we have devoted our professional lives, the losers."

APPENDIX

CAMERA-READY GRAPHICS FOR PREPARATION OF SLIDES AND OVERHEAD TRANSPARENCIES*

*These graphics are printed to enable readers to develop slides and overhead transparencies for use with discussion groups. Color can be added when projectuals are being prepared. The upper graphic is to be printed in black or a dark color, and the lower one printed in a second, lighter color of your choice.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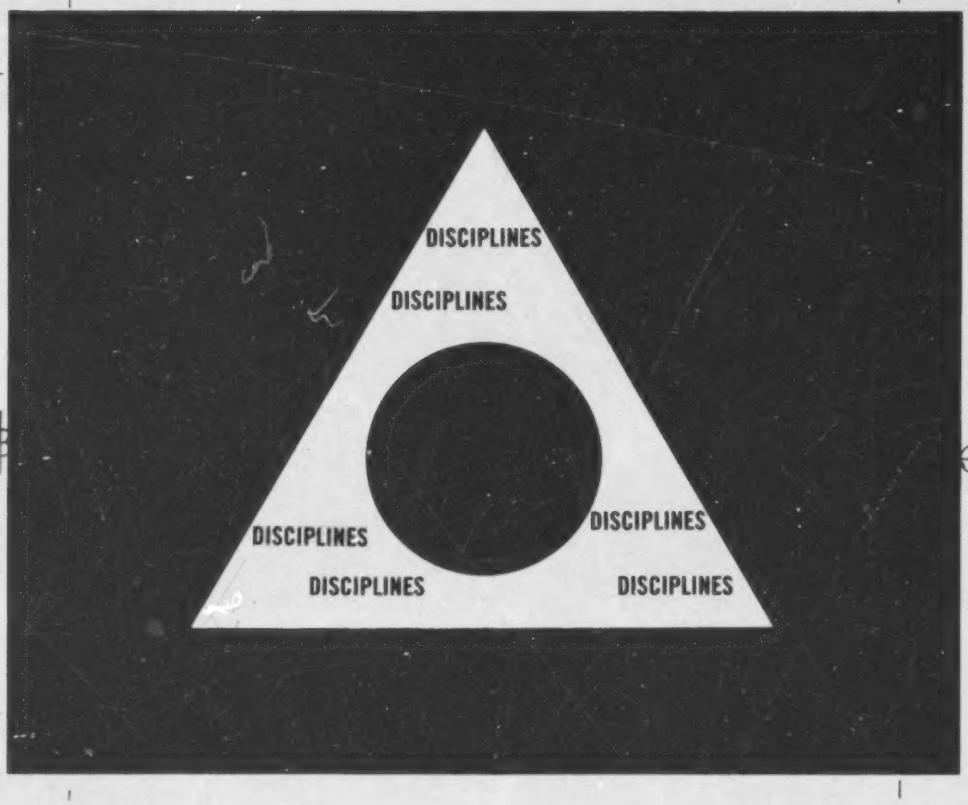
TEACHER
EDUCATION
PRACTICE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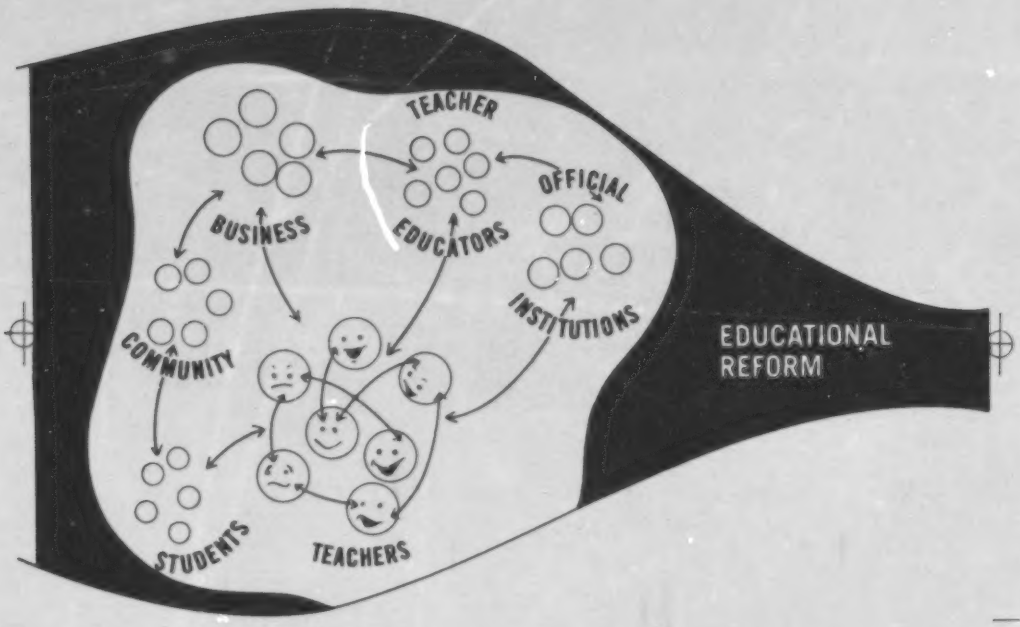
DISCIPLINES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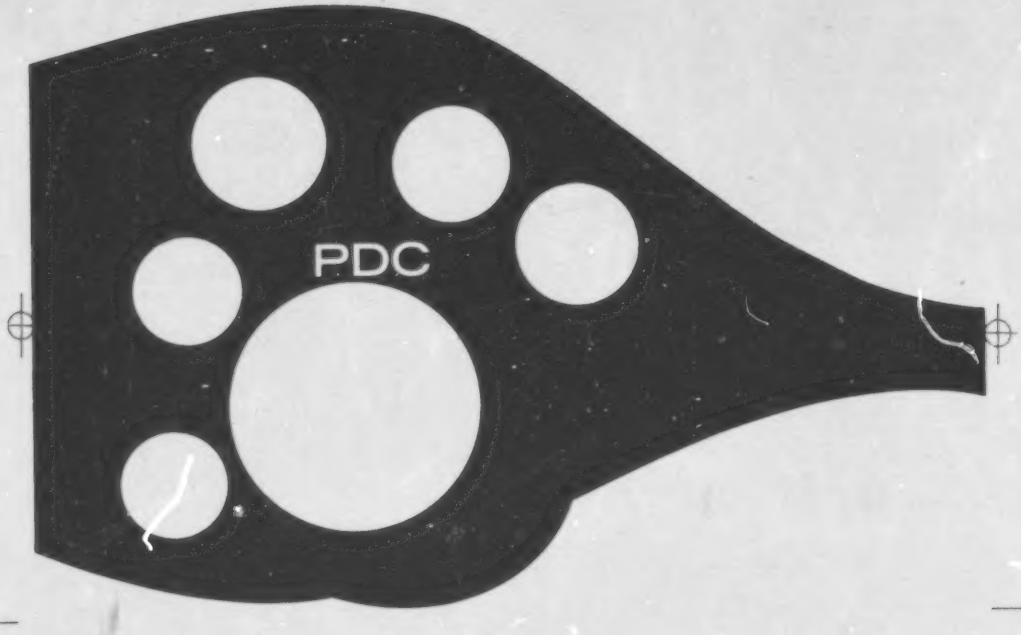
OFFICIAL
BUSINESS
EDUCATORS
INSTITUTIONS
COMMUNITY
EDUCATIONAL
REFORM
STUDENTS
TEACHERS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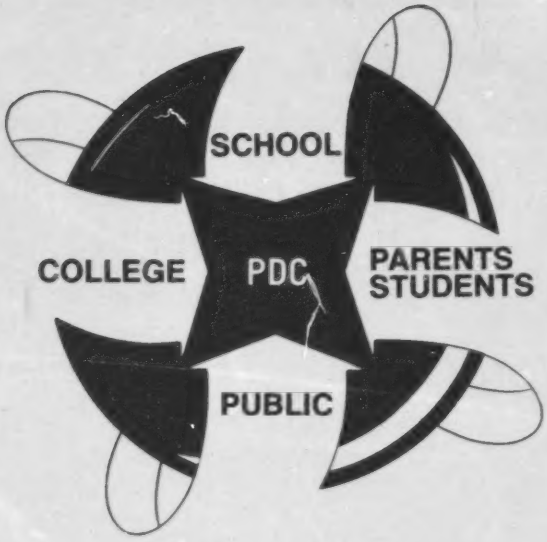
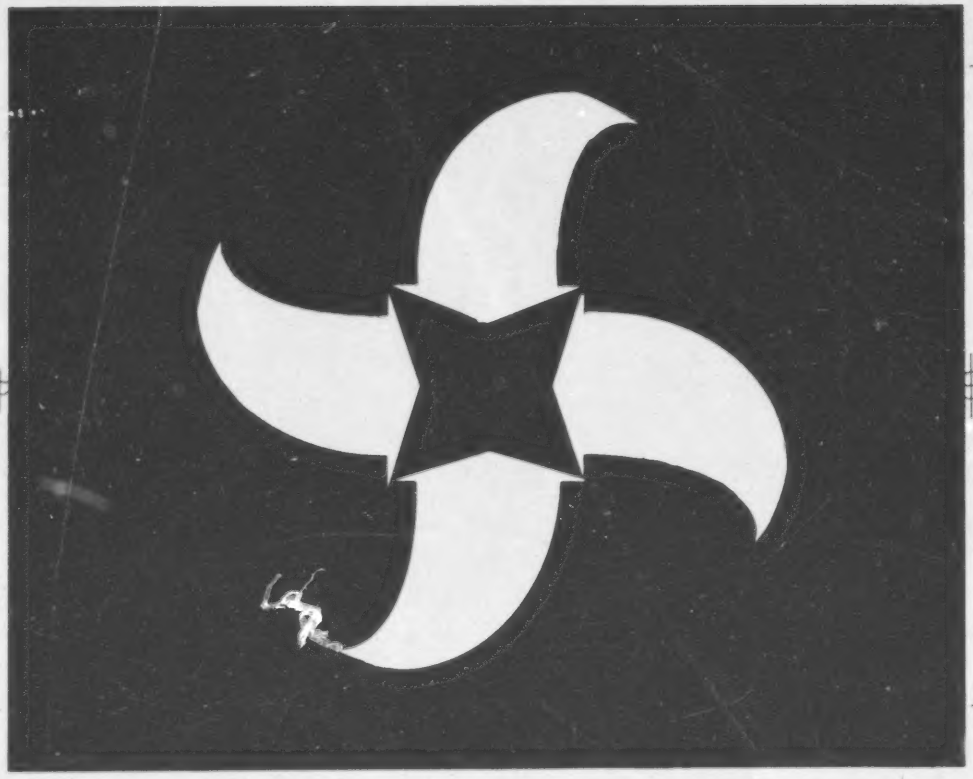
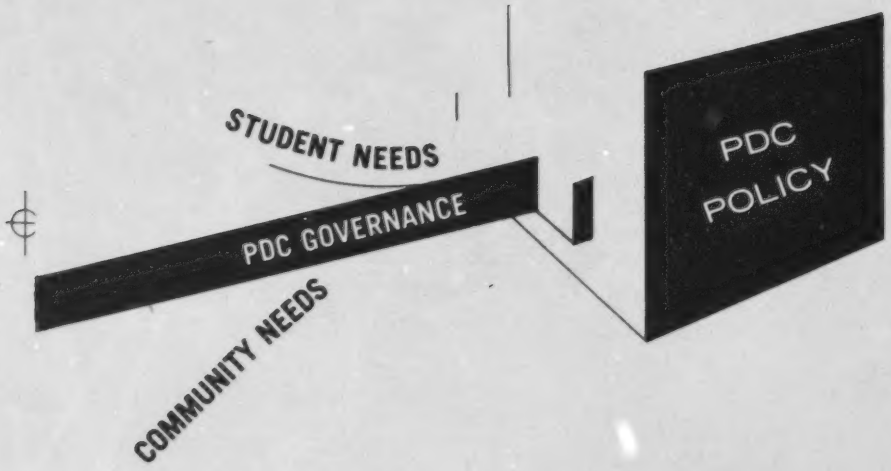
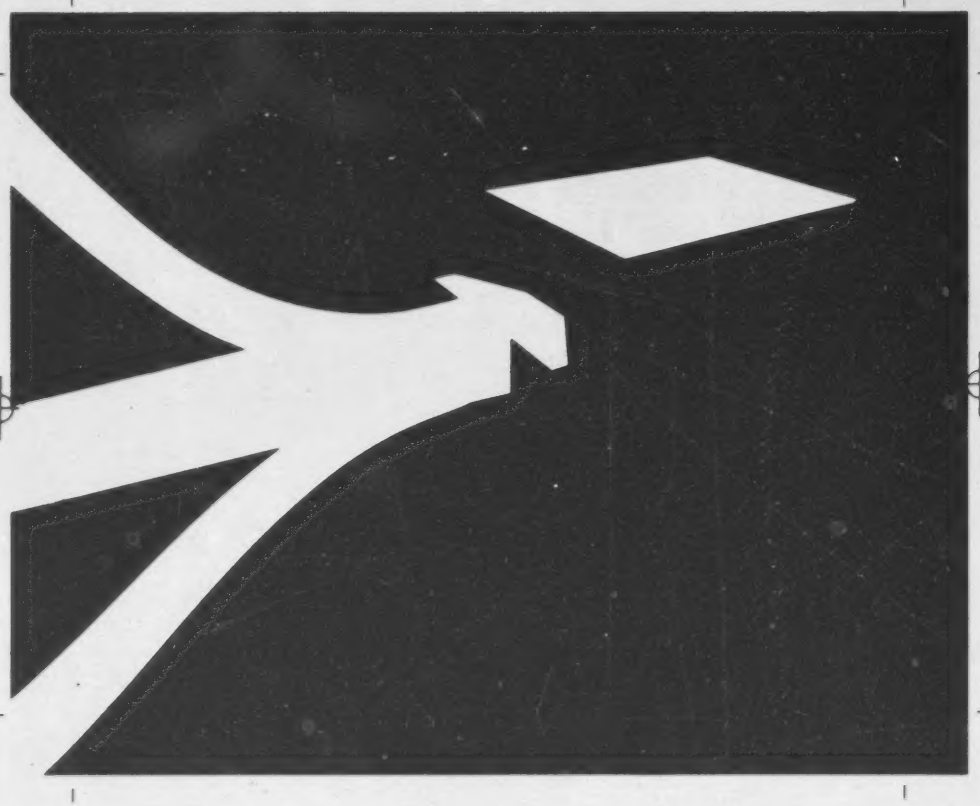
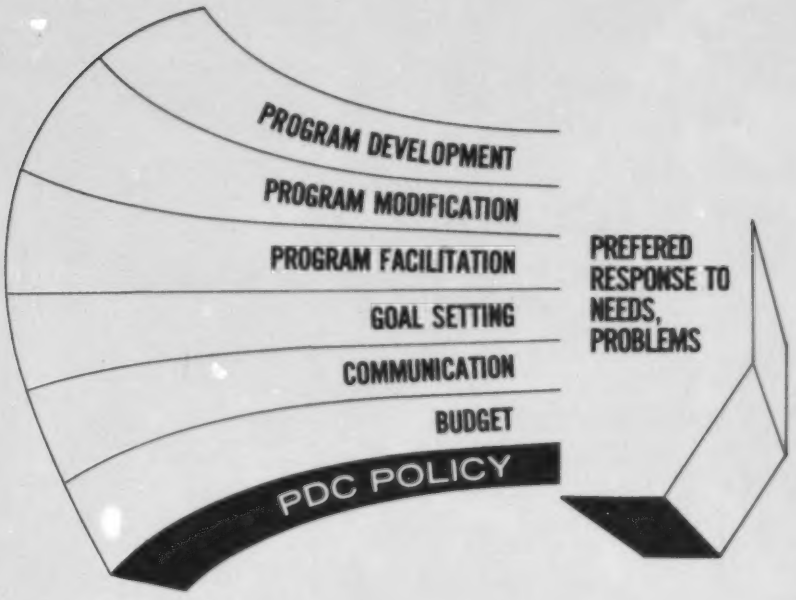
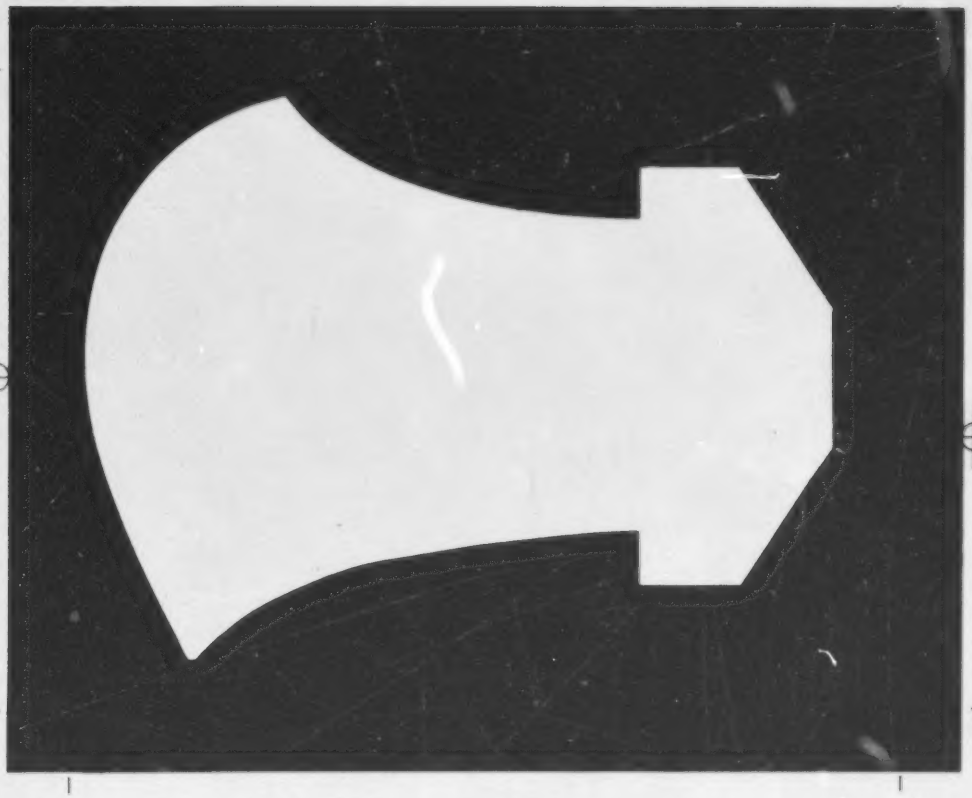

SCHOOL
COLLEGE
PDC
PARENTS
STUDENTS
PUBLIC

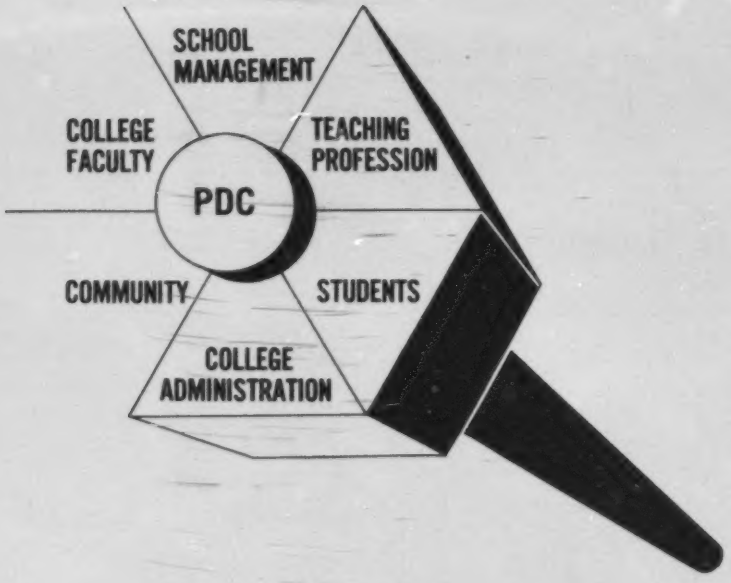


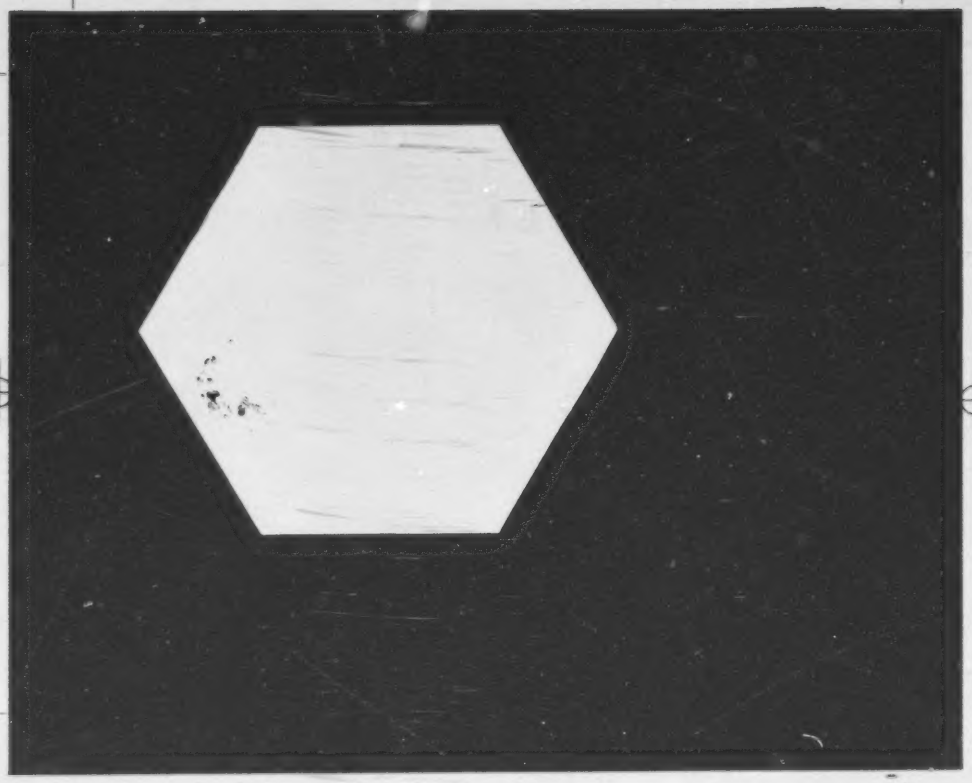

STUDENT NEEDS
PDC GOVERNANCE
COMMUNITY NEEDS
PDC
POLICY

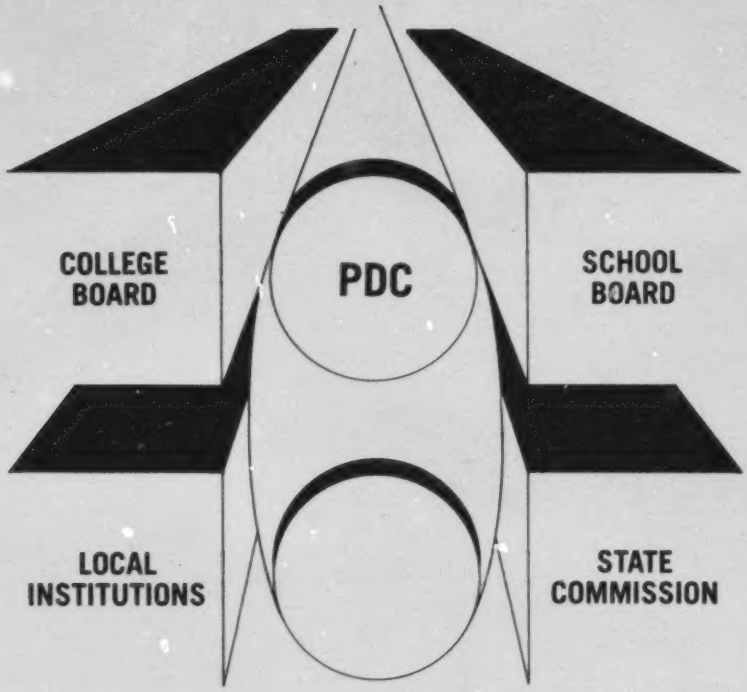


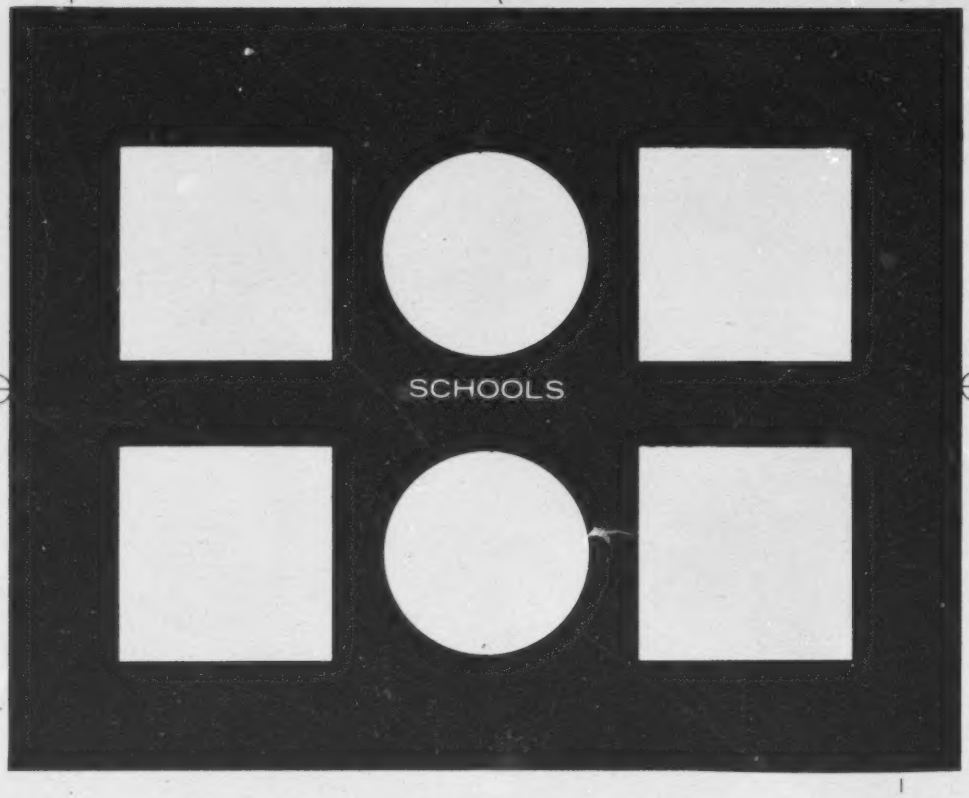

PROGRAM DEVELOPMENT
PROGRAM MODIFICATION
PROGRAM FACILITATION
GOAL SETTING
COMMUNICATION
BUDGET
PDC POLICY
PREFERED RESPONSE TO NEEDS, PROBLEMS




SCHOOL
MANAGEMENT
COLLEGE
FACULTY
TEACHING
PROFESSION
PDC
COMMUNITY
STUDENTS
COLLEGE
ADMINISTRATION




COLLEGE BOARD
PDC
SCHOOL BOARD
LOCAL INSTITUTIONS
STATE COMMISSION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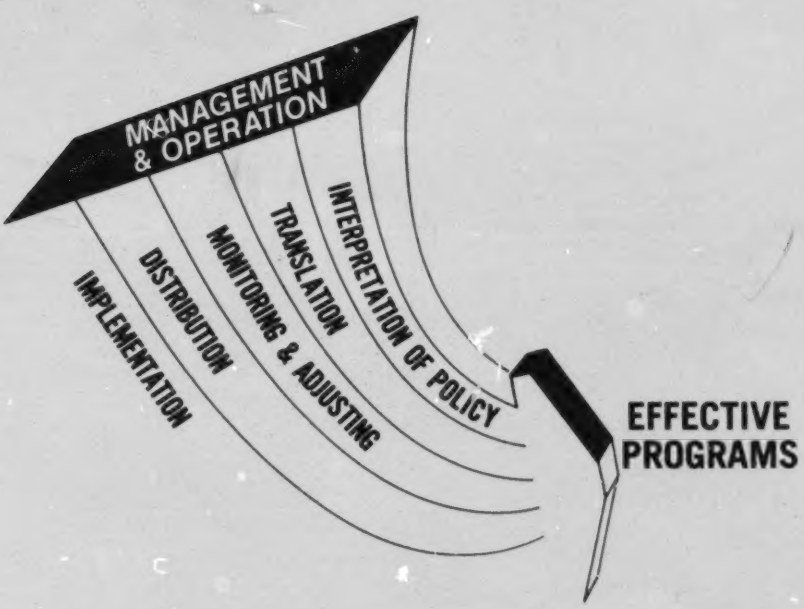
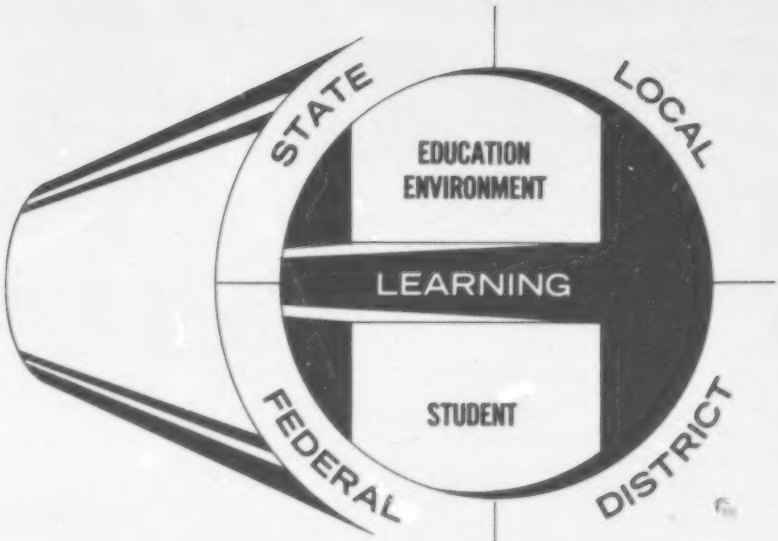

MANAGEMENT
& OPERATION
INTERPRETATION OF POLICY
TRANSLATION
MONITORING & ADJUSTING
DISTRIBUTION
IMPLEMENTATION
EFFECTIVE
PROGRAMS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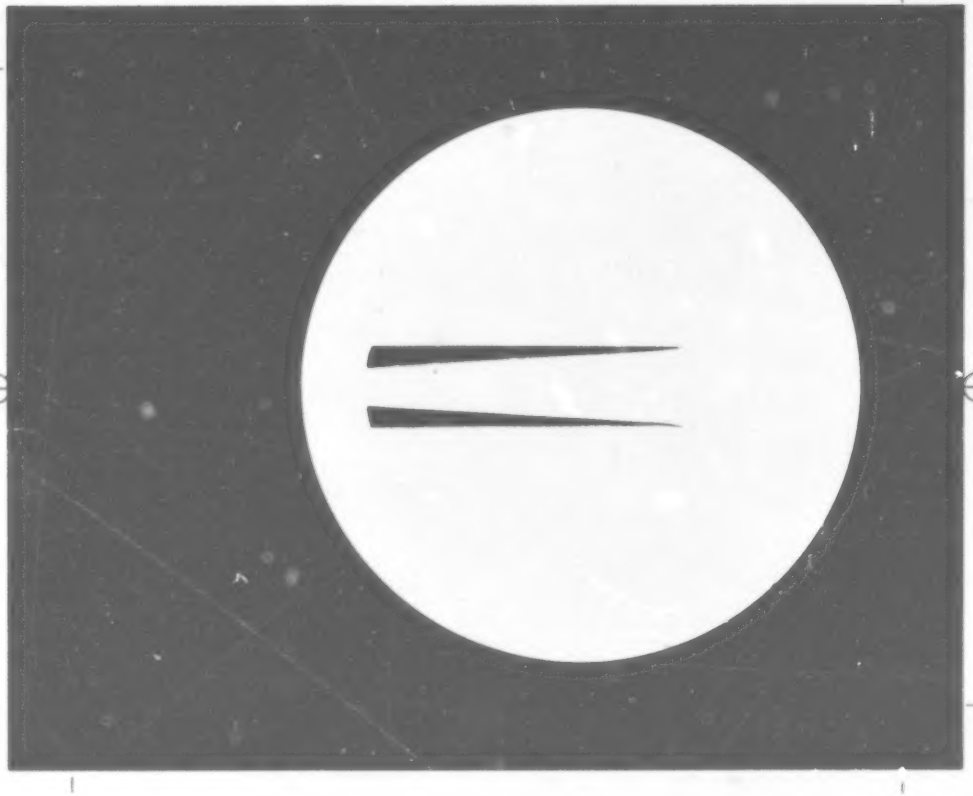
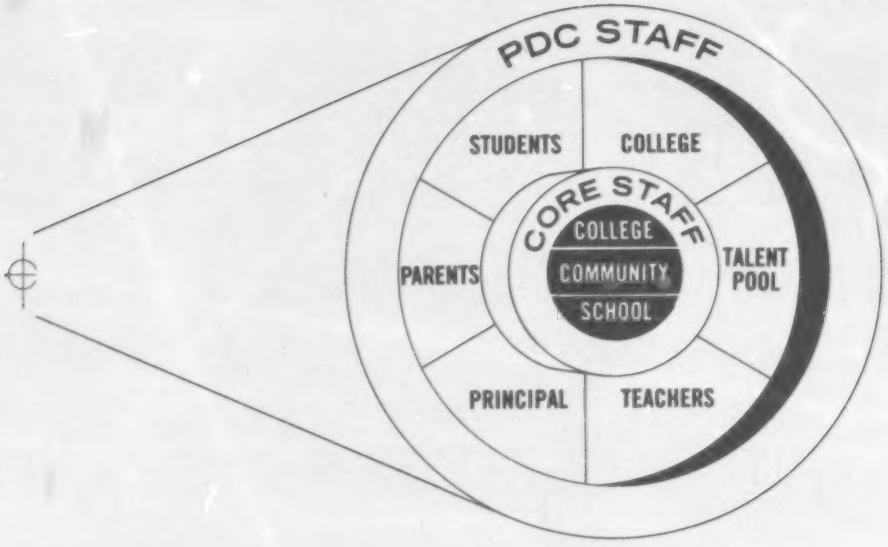
EDUCATION
ENVIRONMENT
LEARNING
STUDENT
FEDERAL
DISTRICT

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COLLEGE
CORE STAFF
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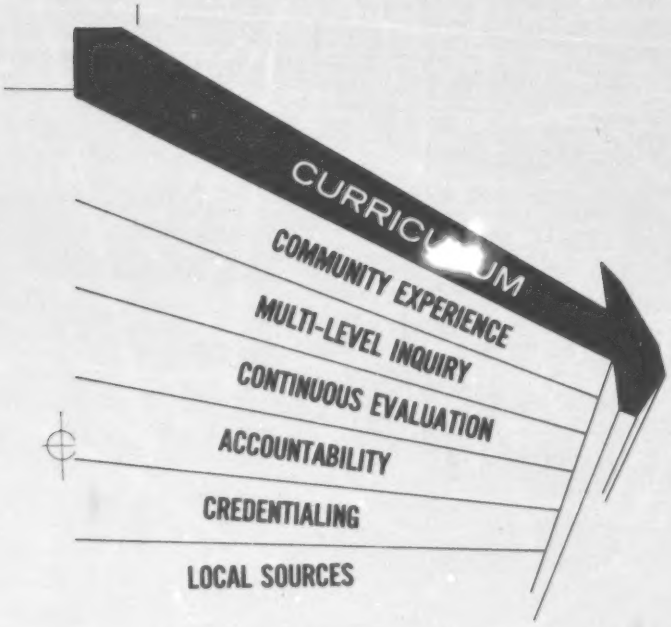
COMMUNITY
SCHOOL
PARENTS
TALENT POOL
PRINCIPAL
TEACHERS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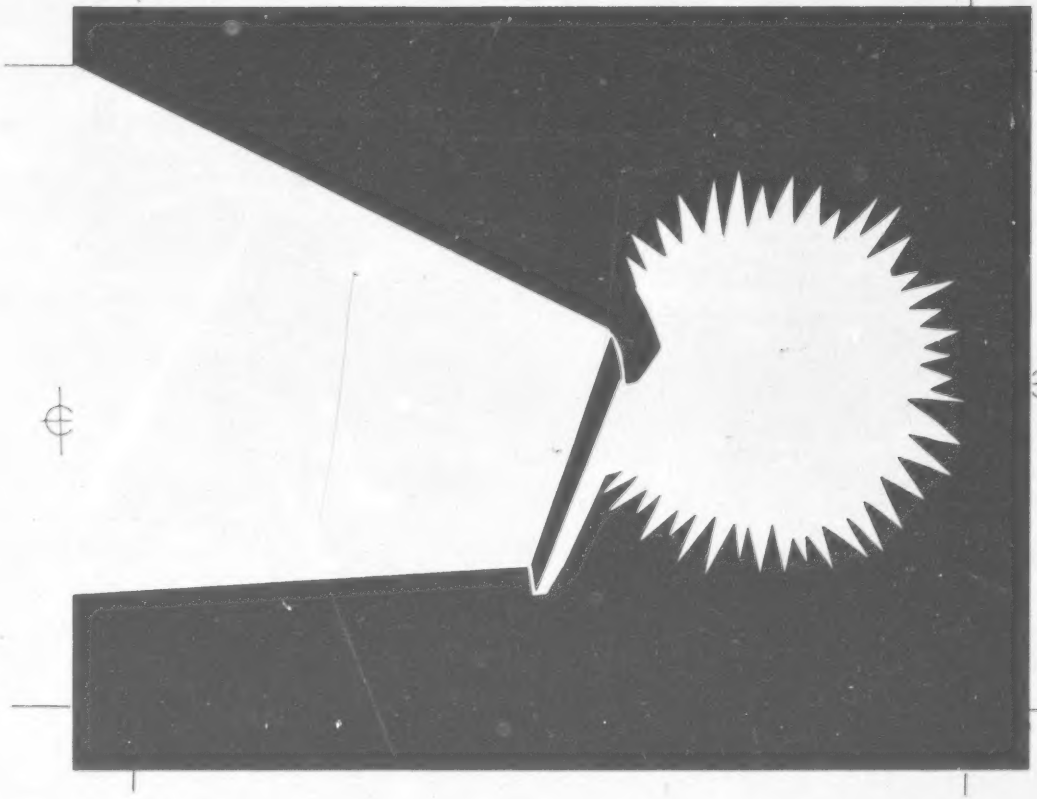
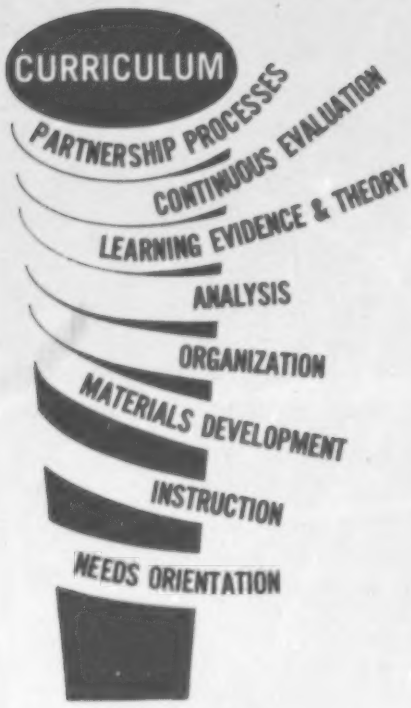
COMMUNITY EXPERIENCE
MULTI-LEVEL INQUIRY
CONTINUOUS EVALUATION
ACCOUNTABILITY
CREDENTIALING
LOCAL SOURCES
SUCCESS

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LEARNING EVIDENCE & THEORY
ANALYSIS
ORGANIZATION
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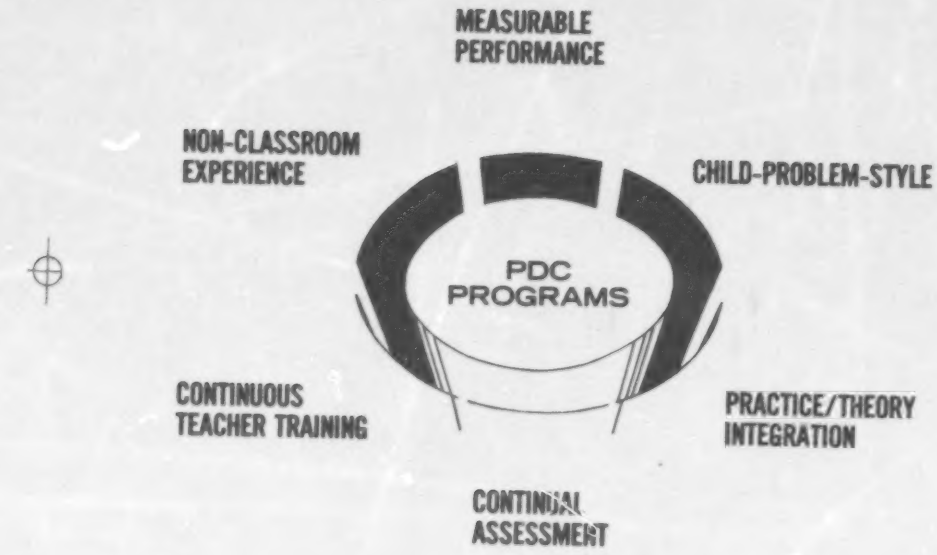
INSTRUCTION
NEEDS ORIENTATION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PROGRAMS
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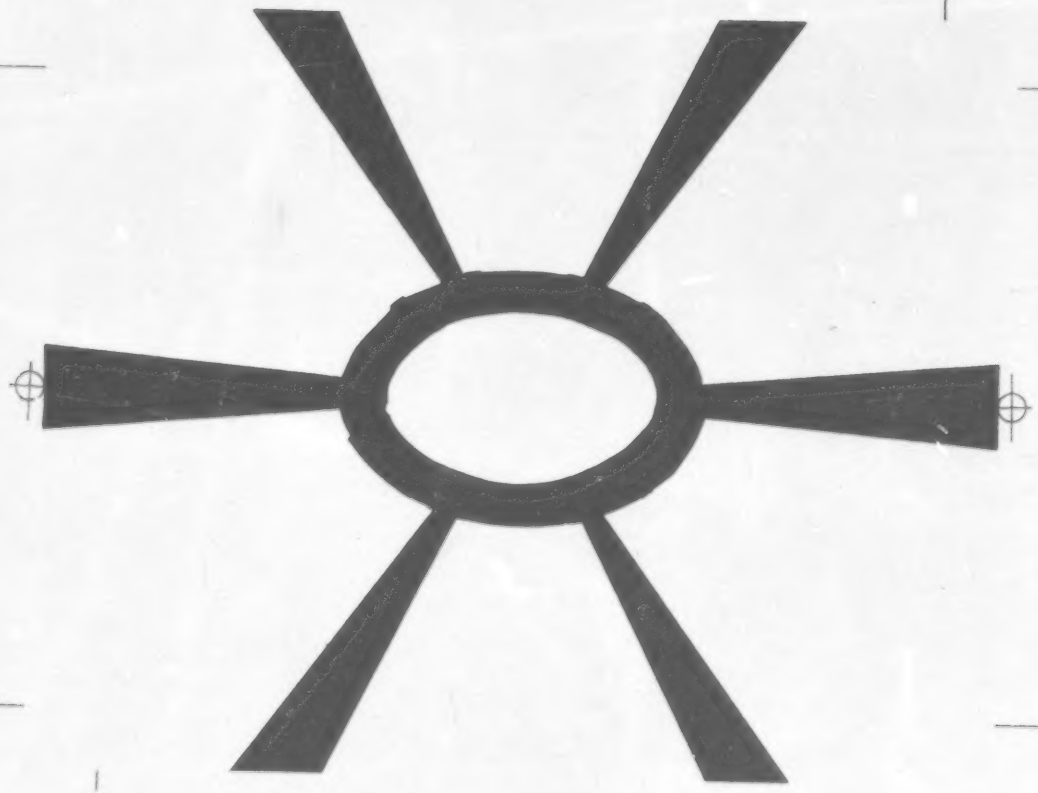
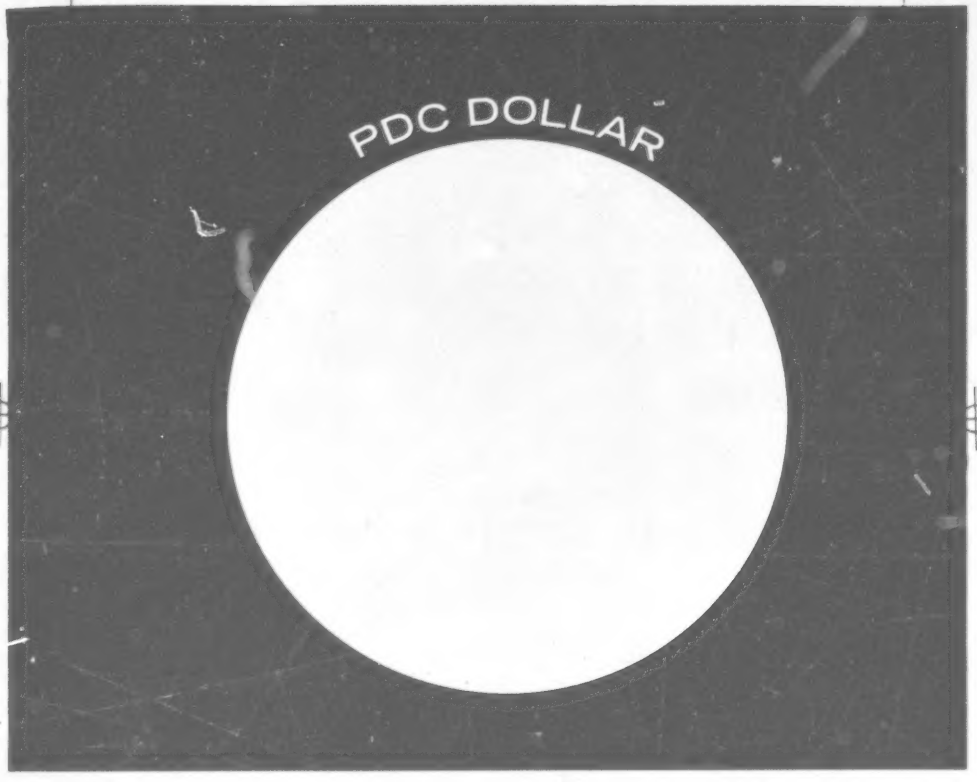
TEACHER TRAINING
PRACTICE/THEORY
INTEGRATION
CONTINUAL
ASSESSMENT



STATE ALLOCATION
ENCOURAGE VARIATION
STIMULATE STATE/ LOCAL FINANCE
STATE DISTRIBUTION
RAISE QUALITY
PRIORITY TARGETS
ACHIEVE EQUALITY
PDC POLICY BOARD
DEVELOPMENT COSTS
PDC MECHANISM
PREPARATION & RETRAINING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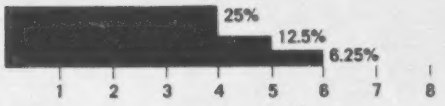
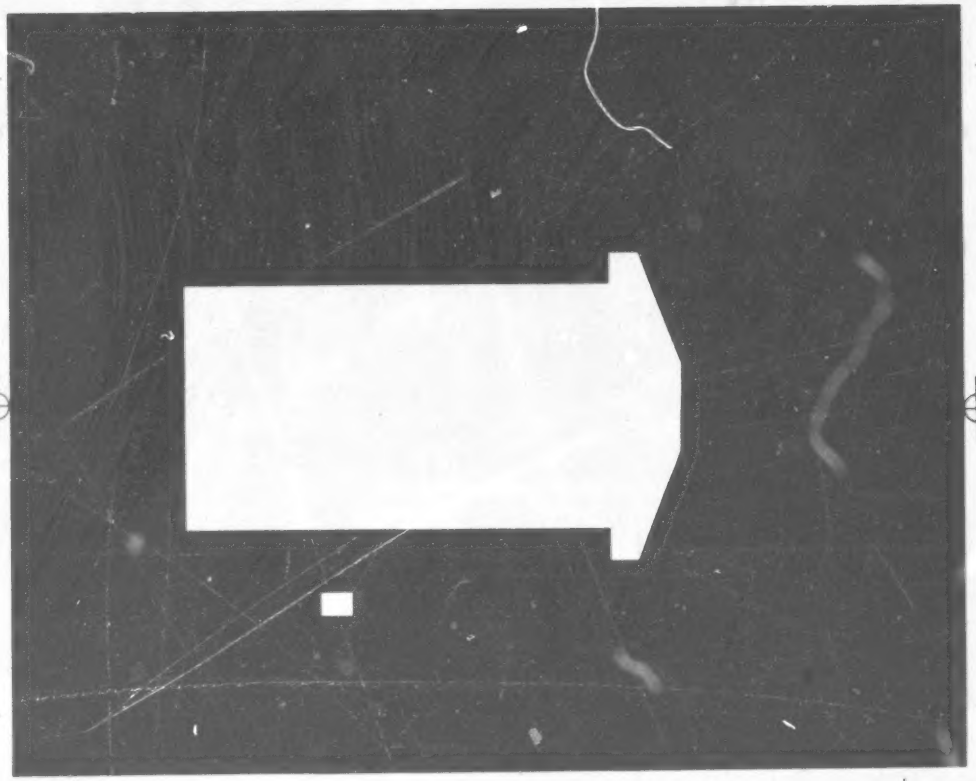
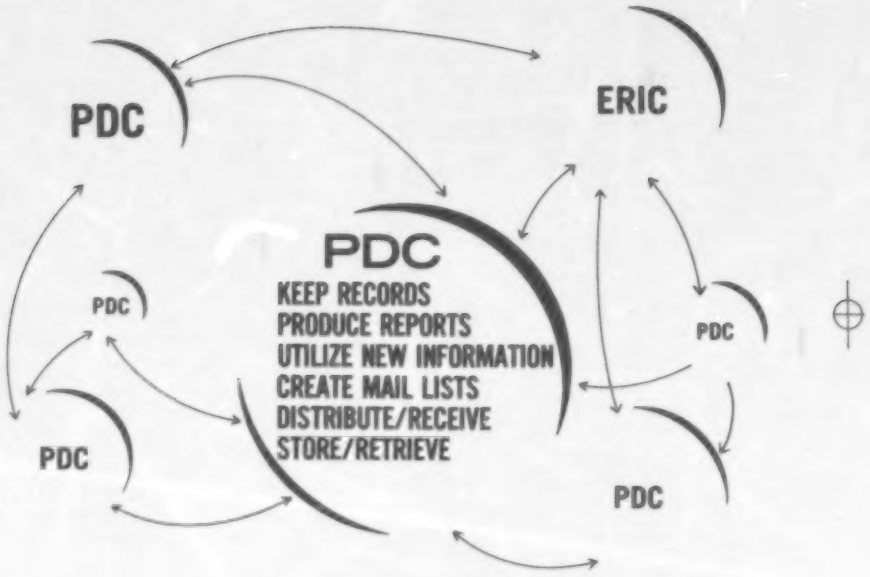
RELATIONSHIP OF FEDERAL AND STATE/LOCAL FUNDS IN ESTABLISHING PERSONNEL DEVELOPMENT CENTERS

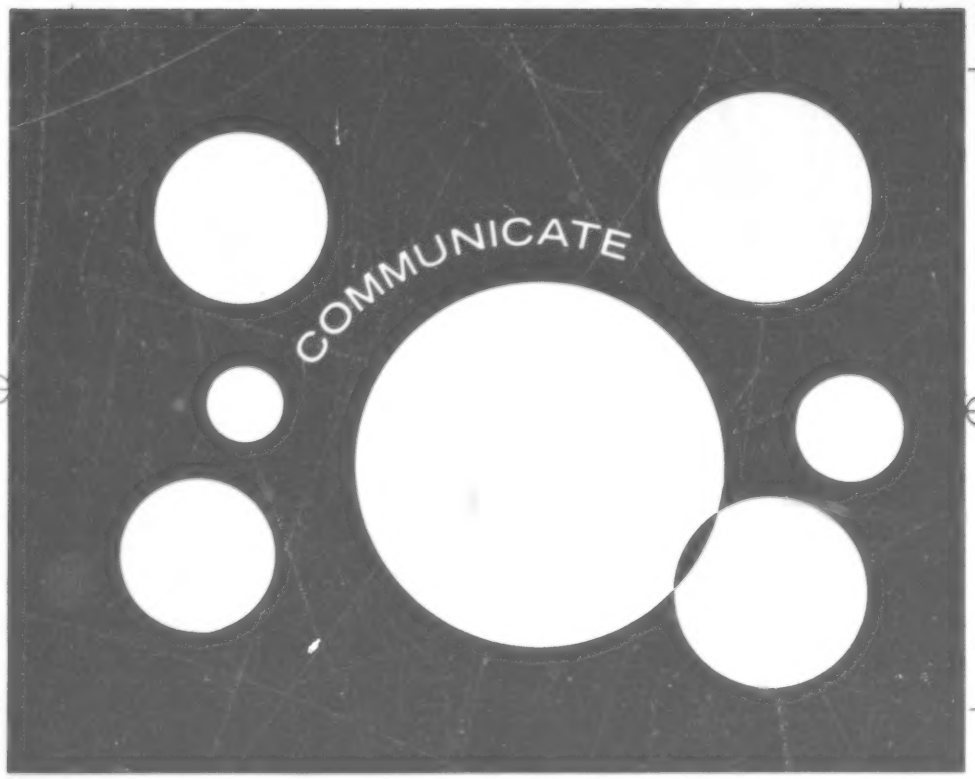


A SELF-RENEWING ORGANIZATION

Funding: ■ FEDERAL (development) □ STATE LOCAL HIGHER EDUCATION (funds now used for education preparation re-allocated for basic costs of PDC)




PDC
ERIC
PDC
KEEP RECORDS
PRODUCE REPORTS
UTILIZE NEW INFORMATION
CREATE MAIL LISTS
DISTRIBUTE/RECEIVE
STORE/RETRIEVE
PDC
PDC
PDC
PDC


COMMUNICATE